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1906-1907

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OF

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231 Huron W. 12th.

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1905--1906

AND

CIRCULAR OF INFORMATION

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FOR

1906-1907

PUBLISHED BY THE UNIVERSITY
1906

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Article 3 Ordinance of 1787.

"Under this statute (Ordinance of 1787) the Ohio Company, organized in Boston the year before as the final outcome of Rufus Putnam's proposed colony of officers, bought from the government five or six millions of acres, and entered on the first great movement of emigration west of the Ohio. The report creating the colony provided for public schools, for religious institutions, and for a university.

THOMAS W. HIGGINSON.

*"We are accustomed to praise the lawgivers of antiquity; we help to perpetuate the fame of Solon and Lycurgus; but I doubt whether one single law of any lawgiver, ancient or modern, has produced effects of more distinct, marked, and lasting character than the Ordinance of 1787. * * * It was a movement of great wisdom and foresight, and one which has been attended with highly beneficial results and permanent consequences. * * * It set forth and declared it to be a high and binding duty of government itself to support schools and advance the means of education."*

DANIEL WEBSTER.

*"That there shall be an University instituted and established in the town of Athens * * * for the instruction of youth in all the various branches of the liberal arts and sciences, for the promotion of good education, virtue, religion, and morality, and for conferring all the degrees and literary honors granted in similar institutions."*

Section 1, Territorial Act, January 9, 1802.

"Whereas, Institutions for the liberal education of youth, are essential to the progress of arts and sciences, important to morality, virtue, and religion, friendly to the peace, order, and prosperity of society, and honorable to the government that encourages and patronizes them, etc."

Preamble, Act of Ohio Legislature Establishing the
Ohio University at Athens, February 18, 1804.

OHIO UNIVERSITY

AND

THE STATE NORMAL COLLEGE

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MODEL SCHOOL.
Williams, Waite, Bachman, Chrisman, and Gaskell.

WOMEN'S HALL.
Atkinson, Williams, Copeland, M. K. Brown, and Dean.

GENERAL INFORMATION

OHIO UNIVERSITY

ORIGIN OF THE UNIVERSITY

The existence of the Ohio University was provided for as early as 1787, in the purchase made from the Government of the United States by the Ohio Company of Associates. By the contract between these two parties, two townships of land were set apart for the purpose of a University, and placed under the care of the Legislature of the State. The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority and the Governor of the State is, *ex-officio,* a member of the Board.

In every sense of the words, it is a State institution.

LOCATION

Athens, the seat of the University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio Southwestern railroad and its branches; from the central and northern portions of the State by the Hocking Valley and Toledo and Ohio Central railways. By these routes it is about one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the town are unsurpassed. Its principal streets are paved; it is provided with waterworks and sewerage; its Board of Health is vigorous and efficient. There are few towns in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

The University buildings are located in a beautiful campus. They occupy a slight elevation extending east and west across the grounds, fronting the north. Before them lies a park of about five acres containing a grove of fine forest trees and skirted along its northern limit by a row of magnificent elms. Beyond these sentinel trees extends a greensward sloping beautifully to the street. In front of the line at the northwest angle, stands an elegant soldiers' monument. When this park is lighted up at night by electricity it presents a charming view. The remainder of the campus, which is in the rear of the buildings, is devoted to recreation.

BUILDINGS

The buildings, seven in number, are of brick and brick and stone. The Central Building was erected in 1817, and is the oldest college edifice northwest of the Ohio river. This venerable structure is dear to many by strong and tender associations, and to many more by means of eminent men who have here studied and taught. It has been modernized and is admirably adapted to its uses for college work.

The two wing buildings, once used for dormitories, have been transformed into recitation rooms and laboratories.

The Chapel Building in the rear of the Central Building is used by the College of Music. In the second story are society halls with committee rooms attached.

The building, known as Ewing Hall, is one of the finest college buildings in southeastern Ohio. It is a T-shaped structure, four stories high including basement, and measures 156 feet in length by 131 in depth. Within is an auditorium, with gallery, furnishing seating capacity for about nine hundred people. It contains a president's office, nine recitation rooms with professors' offices attached, the laboratories of the Department of Physics and Electricity, a trustees' and secretary's office, the rooms of the Commercial College, art rooms, and a gymnasium in the basement with four thousand square feet of floor. The methods of heating and arrangement of detail are modern and well-adapted to educational work.

The Normal College Building is located about sixty-five feet from the west side of University Terrace and faces the east. It is a building thoroughly modern and up-to-date. Among the things held in mind in planning the building were its fitness for the work to be done in it, its sanitary and hygienic conditions, its safety in construction, its fire-resisting quality, and its architectural design showing art, culture, and refinement.

The design is the modernized treatment of the Italian Renaissance. The building will have, when completed, a frontage of two hundred and twenty-three feet and a depth of sixty-eight feet, the main or central portion being four stories high and the lateral wings three stories high. First quality vitrified clay block, of a reddish brown color with a rough sand finish, is used in the construction. These clay blocks are about one and one-half times larger than the standard size brick and when laid up in bold courses of four tiers, in mortar same color as the brick, appear as one course eighteen inches wide; then comes a course of standard size red brick set back from the face of the dark brown brick one inch, continuing in this manner from the base course at the grade line to the top of the second story with the same treatment, thence up to the corner of the remaining stories in the form of quoins. The body of the wall above the first two stories is of dark red face brick, laid in red mortar. Surmounting these walls is a cornice three and one-half feet high by five feet projection. The entire building is covered with a hip roof laid with horn pattern red tile, broken only by the dormers. The trimmings of the walls and the openings and entrances of the buildings are of buff oolitic limestone.

The main and central entrance, the prime feature of the design, is two stories in height, built of stone with enriched ornaments. This stands out strong and bold and is the only emphasized portion of the design. The construction of the entire design was with a view to symmetry and balance.

The interior side walls of the corridor in the ground floor, first, second, and third floors, are wainscoted from the floor up to a point five feet above with glazed brick. The walls and ceilings above this wainscoting are plastered in sand finished mortar. All rooms throughout the building have wainscoting five feet high of Keene's cement. The walls and ceilings above this wainscoting are finished in a gray sand finish, it being the idea to pay special attention to the interior finish of the floors and having as little wood work as possible around the doors and windows and without base, except a cove at the intersection of the cement wainscoting and floor.

The system of heating and ventilation is known as the hot blast or fan system, being installed so as to be capable of renewing the air in the building every fifteen minutes.

Particular attention has been paid to the lighting of the rooms, which have ample outside glass area to meet the requirements in this particular. All corridors and stairways throughout the building are straight and fire resisting and ample to comply with the laws of the state governing such buildings.

On the ground floor are located individual lockers for the students where they may place their books, wraps, etc. There are also a store-room for books, general store-room, stack-room for library, work room, students' lunch room, gymnasium, physical director's room, general lavatories and toilet rooms for students. The heating and ventilating apparatus is also located on the ground floor.

On the main floor, and opening off of the main central entrance, is located a general reception room on the right with connecting office and lavatory. On the left of the entrance is a class room with professor's private room having lavatory connecting.

Leading from the main central corridor, which divides the building in its length, are six class rooms of ample size to accommodate classes of forty students. The library is located on this floor and occupies the right wing of the building, with reference room and lavatory connecting. Class rooms occupy the left wing.

On the second floor, which is reached by two broad iron staircases, are located seven class rooms with professors' retiring rooms and lavatories.

On the third floor of the main central building are located two large class rooms and two laboratories. Here are found ample quarters for the Department of Paidology and

Psychology and the Department of Public-school Drawing. The wings, when completed, will furnish an Assembly Room, having a capacity for seating 500 people; well-arranged rooms for the Training School; and space for classes in manual training, domestic science, etc.

The main, central portion of the building is now completed. The wings will be put up just as soon as the needed money can be secured.

The Carnegie Library Building occupies a desirable position on the southwestern part of the campus. Its cost, with fixtures, is approximately $55,000. Under certain conditions as to maintenance, Mr. Andrew Carnegie contributed $30,000 of the cost of the building.

The design is classic. The body of the building, which is of brick, is faced with gray speckled pressed brick. The steps, platforms, window and door sills, window caps, belt course, and other cut stone trimmings are of buff Bedford stone. The roof is of red tiles.

The building has three principal entrances, all of which are emphasized features of the structure. In the basement is located the museum, the work room, the heating and fuel room, and toilet rooms for men and women. This basement is ten and one-half feet high in the clear and is well lighted.

On the first floor are located the general reading room, newspaper and periodical room, reference room, and gentlemen's room, all 18 x 26 feet. These rooms are well lighted and conveniently located to the general delivery room, which is octagonal and occupies the center of the floor above the basement. This general delivery room is twenty-eight feet in diameter, having eight engaged columns which extend up and support the dome above. On either side of the desk in the delivery room is an archway leading back to the study and the room of the librarian. Adjoining the librarian's room and study and delivery room is a stack room capable of caring for sixty thousand volumes. Leading from this stack room is a stairway to the mezzanine floor, where a third tier of stacks may be placed when needed. Beneath the stack room is the work room, where books may be unpacked, rebound, etc.

WOMEN'S HALL

This is located nearly opposite the north entrance of the campus. It is a fine, commodious brick structure, heated by steam, where convenient and pleasant rooms are occupied by a Dean, a Matron, and thirty women students. The dining-room and kitchen are clean and well furnished. Cleanliness and system reign throughout. Excellent boarding can be had at moderate cost at the Hall.

Hereafter all young women who are not residents of Athens will be required to reside in Women's Hall unless the rooms are all occupied. Only in special cases will exceptions be made. This regulation has been adopted with a view solely to the best interests of the young women themselves and not with any purpose to restrict them in the enjoyment of every legitimate privilege. It is the aim of the management to make the place as attractive and pleasant as possible and at the same time to keep the cost as low as is consistent with the accommodations provided. The cost of room and board is from $3.75 to $4.00 per week, according to the size and location of room. Everything is furnished except soap and towels. About thirty young women can be received.

LIBRARY AND READING ROOM

In the study of Literature and History the most important aid, in addition to a good teacher, is a large stock of well-selected books. In this respect the Ohio University is liberally provided. The University and Society libraries contain about 25,000 volumes, a large part of which are of recent purchase. In addition to the books of a general character, the private libraries of the professors, which contain works of a more special character to the number of several thousand, are also accessible, under certain limitations, to the students. The reading-room furnishes access to the latest contributions on all topics under current discussion. Some of the largest works are not only useful for reference, but also for purposes of original investigation.

It is the special aim of the managers of the Library to acquire as rapidly as issued all the leading works bearing on Pedagogy, whether in German, French, or English. A large number of works on this topic and the history of education is already on hand. The Library is so managed as to be accessible every day. The reading-room, in which are placed most of the reference books, and all the periodicals, is accessible at all times. The reading of well-chosen books not only tells the student what others have thought in every department of knowledge, but likewise stimulates him to think for himself. A good library is of itself a university.

APPARATUS AND CABINET

The departments of Mathematics, Astronomy, Psychology, Physics, Chemistry, Biology, Electrical Engineering, and Civil and Mining Engineering are well-equipped with valuable apparatus, which is put at the personal disposal of the student. The subjects are illustrated upon the lecture-table, but it is insisted upon that a student really enters upon possession of his knowledge only when he has acquired skill in carrying on laboratory experiments by himself under the supervision of the professor.

The large Biological Laboratory has been fitted up with appliances suitable for pursuing extensive courses of study in the various departments of Biology, the selections being made with a view to furnishing each student with such apparatus, reagents, etc., as are necessary for independent work. To this end more than seventy microscopes have been provided and many duplicates of other appliances are at hand. Excellent histological apparatus is in use for freezing and sectioning, and the laboratory is also well-equipped for embryological and bacteriological work.

In the Department of Physics, besides balances, specific gravity apparatus, pulleys, centrifugal devices, pumps, barometers, manometers, pendulums, and a great deal of other apparatus for the demonstration of the principles and laws of mechanics, etc., there are: a set of mounted tuning-forks for bows, a complete set of electromagnetic forks of various pitches, sonometers, siren, pipes, etc., for work in sound; lenses, prisms, mirrors, polariscopes, spectroscopes, spectrometer, diffraction gratings, projecting lantern, cameras, etc., for light; radiometers, thermometers, calorimeters, and other apparatus for heat; and a very good equipment of dynamos, motors, calibrating and measuring instruments, resistances, galvanometers, condensers, magnetometers, induction coils, batteries, Wheatstone bridges, various forms of reversing switches and keys, electrometers, standard cells, electro-dynamometers, and a great deal of other apparatus suited to the general demonstration of the subjects of electricity and magnetism, and to the requirements of the electrical course outlined elsewhere in this catalogue. In addition to this there is ample equipment for individual laboratory work in both the beginning and advanced courses.

The Chemical Department occupies the entire second floor of the Central Building. The lecture room has been enlarged and remodeled and will now accommodate about sixty students. It is supplied with a stereopticon and the necessary conveniences for using it in connection with lectures. The rear seats are elevated so that all have a favorable opportunity to see the lecture experiments. The laboratories have been refitted with new and modern desks on which gas and water are supplied to each student. There are three laboratories — a general laboratory with lockers for forty-eight students, a qualitative laboratory with thirty-two lockers, and a quantitative laboratory in which sixteen students can be accommodated. Each student is supplied with a locker containing all apparatus necessary for his use; and he is required to pay only for that which is broken. In connection with the qualitative laboratory is a balance-room supplied with analytical balances.

In the Department of Paidology and Psychology a laboratory has been established. Rooms set apart for this department have been equipped with furniture and apparatus such as are needed for experimental work in these sciences. This equipment has been carefully made with the end in view of having a laboratory well arranged for carrying on both elementary and advanced work.

A fine set of surveying instruments of the most approved kind has recently been purchased for the students in field work. The cabinet affords important aid in the study of Mineralogy and Geology. There is great need of further contributions thereto, and to this end the assistance of the friends of the institution is greatly desired and earnestly solicited.

MAPS AND CHARTS

Excellent sets of maps, chiefly those of Kiepert and others, published by Rand, McNally & Co., intended to illustrate the physical features and political changes of the historical countries of Europe and the East, have lately been added to the equipment of the institution. These, in addition to those before on hand, afford an important and well-nigh indispensable aid to the study of history and geography. The outfit in this regard is believed to be unusually complete.

ADMISSION AND DISCIPLINE

Entering the University will be considered a pledge to obey its rules and regulations. These are few and simple, appealing to the student's self-respect and sense of personal responsibility. Persons of known bad character or of lazy habits are not wanted and will not be retained unless they show a decided desire to reform. Students from other colleges must present certificates of honorable dismissal.

Ohio University recognizes, and gives full credit to, the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the University or the State Normal College *without examination,* ample opportunity being given them to make up required work in which they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.

Graduates from a first-grade high school, *English Course,* can enter the Freshman year of the course leading to the degree of Bachelor of Philosophy, with the understanding that they must take three years' work in Latin with college credit therefor.

Requirements for admission to the Engineering Courses are the same as for the Scientific Course in the College of Liberal Arts, except that modern languages may be substituted for Latin.

In requirements for admission to the Normal College modern languages may be substituted for Latin. Graduates from the English Course of a first-grade high school have the same privilege of substitution in regard to Latin as in the course leading to the Ph. B. degree.

In all cases where students seek to enter any of the colleges or departments of the University, without examination, a "Certificate of Application for Admission," stating the subjects satisfactorily passed in the high-school course and signed by the local superintendent of schools or principal of the high school, must be presented. Certificates, enabling prospective students to comply with the conditions herein stated, will be sent to all applying for them.

Candidates for advanced standing are, in all cases, examined to ascertain their thoroughness and proficiency; but certificates from other institutions will be accepted for the amount of work done in the different departments.

In exceptional cases students are admitted to classes for a week on trial, without examination, provided the professors in charge are reasonably certain that they can maintain their standing.

Women are admitted to all departments of the University on the same terms and under the same conditions as those prescribed for men.

A record is made of the daily work of each student. When the standing of the student, as shown by this record and examination, falls below an average grade of 70 per cent., he must review the study. A record is also kept of each student's deportment. A low standing in either record is followed by private admonition, and notice is given to the parent or guardian.

Whenever the conduct of a student is such as to indicate that he is unfit to be a member of the University, either because of immorality or because of habitual neglect of his college studies, he will be requested to withdraw. But in the latter case, his parents will first be notified, and if he is not withdrawn within a reasonable time, he will be dismissed.

All worthy young men and women can secure a college education if they very much desire it. If preparation for admission to a college class can not be made at home it can be secured in the Preparatory School connected with the University and the Normal College. Students with limited supply of money can work and study, taking longer time for the completion of a course, and in the end and with honor attain graduate rank.

The surest guaranty of success is an honest and a determined effort to succeed. If the student has learned nothing more during the years spent in college than how to study and how to investigate any subject of which he takes hold, no matter how meager his knowledge may be at the start, he will be able to enlarge it with astonishing rapidity. His time thus spent, whether it be measured by terms or years, will have been wisely employed. Our age is sadly in need of men and women who have such a preparatory training for life's duties.

RELIGIOUS INFLUENCE

Students are required to be present at general exercises in the chapel every morning, unless excused by the faculty, and to attend public worship on the Sabbath; but the choice of the place of attendance is left with the student or his parents. A student's prayer meeting is held once a week, at which attendance is optional. The University is not sectarian, and no effort is made to inculcate the doctrines of any particular creed or denomination; but the utmost care is taken to promote sound and healthy religious sentiments. We feel sure that nowhere do these matters receive more careful attention.

The founder of the Ohio University believed that "religion, morality, and knowledge are necessary to good government and the happiness of mankind"; and it has been the steady purpose of those to whom has been entrusted the duty of carrying out his plans to insist on the intimate relation existing between the three. The good man, the good citizen is not he who is best informed, but he who is constantly inspired with the thought that his knowledge should be used for the good of his fellow-men. Knowledge without virtue is a curse and not a blessing. It is the constant policy of both Trustees and Faculty to inspire students with the love of knowledge, and with desire to practice religion and morality. Accordingly only those persons are invited to profit by the means of instruction here placed within their reach, who are willing to conform their conduct as far as possible to the teachings of the Bible. We expect students who have spent some time with us to depart not only wiser, but also better, than they came. If such is not the case it will not be for want of care on the part of the Faculty.

YOUNG PEOPLE'S CHRISTIAN ASSOCIATIONS

Both the Y. M. C. A. and Y. W. C. A. have flourishing organizations connected with the Ohio University, and a large proportion of the students are members of one or the other. These hold meetings weekly or oftener, provide lectures on religious or Biblical topics, and take an active interest in promoting the spiritual, moral, and intellectual welfare of the entire student body. The management of the University is in hearty sympathy with the organizations and does all that is possible to aid them in their work.

FEES

There is no charge for tuition in any of the regular preparatory or collegiate classes, but all students pay a registration fee of five dollars per term.

All fees named are for *each* of the three terms of the college-year. For full statements regarding the work of the College of Music and the Commercial College, and the fees charged, see special announcements elsewhere. Instruction in Drawing and Vocal Music, in classes, is free to all students whose registration fees have been paid. The fee in Painting is ten dollars each term.

The regular fee in Chemistry is one dollar per term, and in Electrical Engineering fifty cents per term, to cover the cost of materials used. To this should be added a small charge for breakage — to careful students usually not more than a few cents. After the second term in Chemistry the regular fee is two dollars per term.

All fees must be paid within the first thirty days of the term. No exception can be made to this regulation. The registration fee must be paid when the student enters.

EXPENSES

Board and lodging can be obtained within a reasonable distance of the University at $3.50 per week. By forming clubs, students may board at from $2.00 to $2.50 per week, Those students whose circumstances require it, are allowed to board themselves, by which means their expenses may be still further reduced; but this plan is not recommended, because likely to be prejudicial to health and good scholarship.

The actual cost of an education at the University will depend very much upon the disposition and habits of the students. The necessary cost is very low — as low as that of any institution affording equal advantages. It is earnestly recommended to parents not to furnish their sons or daughters with extravagant means. The scholarship and character of a student are often injured by a free indulgence in the use of money. Whatever is beyond a reasonable supply exposes him to numerous temptations and endangers his success and respectability.

As persons frequently wish to know, as nearly as may be, the cost of a student for one year at the Ohio University, the following estimates are here given.

LOWEST.		HIGHEST.	
Registration fee............	$15 00	Registration fee............	$15 00
Board in clubs, average..	90 00	Board in private family...	140 00
Room	30 00	Room	40 00
Books	15 00	Books	15 00
	$150 00		$210 00

This estimate is for three terms or forty weeks, and includes all necessary expenses except washing, and a small fee for membership in the Literary Societies, the Athletic association, and subscription to the college paper.

The additional charges for students who take electives in Chemistry and for special class in Electricity are elsewhere noted.

METHODS OF INSTRUCTION

Instruction is given both by recitation and lecture. The constant aim in both is to awaken interest in study, to aid in the acquisition of knowledge, and to develop the power of thought and communication.

Some subjects can be better treated in lectures than others. The knowledge the student has of a subject is likewise a factor that is taken into account. The lecture method is generally better adapted to advanced students than to those who are still in the elements. After the elementary principles have been thoroughly mastered from the text-book, supplemented with such elucidations as seem to be called for, the student is generally prepared to profit by the lectures of the teacher, and to grasp the wider outlook that is the result of a knowledge of a subject rather than of the contents of any single book, or even of several books. In the observational studies the learner is, as far as possible, brought face to face with the objects themselves under consideration. The classes in Botany and Geology make excursions into the surrounding country for the purpose of collecting specimens and deriving scientific knowledge from original sources. The classes in Surveying and Mensuration have practice in the use of instruments in field work.

COURSES OF STUDY

Such courses of study have been adopted as experience has proved to be best adapted to the purpose of liberal education. The Classical course, in fullness and matter, will compare favorably with that of the best institutions. The Philosophical course is so arranged as to meet the wants of those who may prefer to study modern languages and English branches instead of Greek, for which French, German, and English are substituted. In the Scientific, prominence is given to Mathematics and the Physical Sciences.

The Normal College courses are intended to fit students for the profession of teaching. A fuller statement of their aims and methods will be found in another part of this catalogue.

Those who are able to attend for a short time only, may take a select course, provided the studies they wish to pursue are such as they are qualified to enter upon with advantage. But no student will take a study to which he has not been assigned or discontinue a study, without permission obtained from the Faculty.

ELECTIVES AND SPECIAL WORK

Each student in a regular course will be required to take at least fifteen class exercises per week, and no student will be permitted to take more than eighteen, unless some of the studies are *review* work, except on permission of the Faculty. This permission will be given only on the written request of the student. Students in any one of the courses can select subjects in any one of the others below the class to which they are assigned, but not above, except on approval of the Faculty, who must be convinced that they have had sufficient preliminary training to pursue the elected study with advantage. As will be seen, about half the subjects after the Freshmen year are elective. But in addition to these a large number of others are offered for the benefit of those persons who wish to specialize still further along particular lines. It needs to be noted, however, that they are not offered unconditionally. Regard will be had to the time at the disposal of the teachers and to the number of students taking any particular elective, as well as to their preliminary training. In all cases where a student's knowledge of English is defective, he must pursue this branch until his deficiencies are made up.

During the past few years a number of students, both undergraduate and post-graduate, have pursued advanced studies on special lines. With the recent increase in the number of Faculty a large number of students can be accommodated and in a larger number of branches.

No work *in absentia* will be allowed at Ohio University. Not more than two hundred hours' work, in addition to that of the three regular terms, may be taken by any student in the course of one year, and that only in the Summer, between Commencement and the opening of the next Fall term.

DEGREES

The Bachelor's degree (A. B., Ph. B., B. S., or B. Ped.) is conferred upon students who have completed any one of the four courses laid down in another part of this catalogue. The fee for diploma is five dollars.

The Master's degree (A. M., Ph. M., M. S., or M. Ped.)

will be conferred upon graduates of this or any other college who give evidence to the Faculty that they possess such literary and scientific attainment as will make them worthy recipients of it, and have, in addition, furnished a thesis after one year's work in residence. The fee for this degree is ten dollars.

No degree will be conferred until all dues are paid.

THE EMERSON PRIZE POEM FUND

The late W. D. Emerson, of the class of 1833, bequeathed to the Trustees of Ohio University the sum of one thousand dollars, the interest on which is to be awarded every second year to the student or graduate of the institution who shall write the best original poem. The awards have been as follows:

YEAR.	NAMES.
1893	Miss Carrie Schwefel.
1895	Miss Esther Burns and Mr. John H. Atkinson.
1897	Miss Virginia M. Houston.
1899	Miss Virginia M. Houston, Mr. John H. Atkinson, and Miss Willa C. MacLane.
1901	Miss Willa C. MacLane.
1905	Miss Winifred Richmond.

The following-named distinguished persons have served as judges: Miss Annie Fields, Mr. Maurice Thompson, Mr. E. C. Stedman, Mrs. Margaret E. Sangster, Mr. W. D. Howells, Mr. Clinton Scollard, Mrs. Ella Wheeler Wilcox, Prof. George E. Woodberry, Prof. W. H. Venable, Prof. George P. Baker, Prof. Henry Van Dyke, and Mr. Hamilton W. Mabie.

The thanks of the University authorities are due and are herewith tendered to the distinguished writers, who acted as judges, for the care with which they examined the verses submitted to them as well as for the interest they took in the competition.

For the information of future contestants, and others interested, the conditions of the competition for the Emerson Prize are herewith given:

Amount, about $50. Date of award not later than the opening of the Winter term, 1907.

The competitors must be either graduates or students in actual attendance at the University.

The poems must be in the hands of the President of Ohio University before the opening of the Winter term, 1907.

The prize will be awarded upon the merits of the production, not its length.

Anyone having, in any contest, been awarded first prize, shall not again be eligible to contest.

The judges shall be three disinterested persons appointed by the President of Ohio University and the Professor of English Literature *ibidem,* who shall independently of each other pass upon the productions submitted to them.

In the preparation of the MSS. the following regulations are to be observed:

Use the typewriter.

Use paper eight and one-half by eleven inches.

Write only on one side.

Mark the MSS. with some pseudonym or character, and send this in a sealed envelope, with your name and address, to the President of the University. This envelope will not be opened until the award of the judges has been made.

LITERARY SOCIETIES

There are two literary societies in the University, the Athenian and the Philomathean. They occupy well-equipped halls in the former chapel building. The members have opportunity to exercise themselves in Declamation, Composition, and Oratory, and to become familiar with the modes of conducting business in deliberative assemblies. Debating clubs are also formed from time to time by those students who desire to have more extended practice in the public discussion of important questions.

The first annual contest in oratory, between the two literary societies, was held in the Spring term of 1901. Each succeeding Spring term of the college-year has brought a contest of a similar nature. The prizes have been as follows: First prize, $30; second prize, $20.

The results of the different contests are shown herewith:

YEAR.	FIRST PRIZE.
1901	May S. Conner, Philomathean.
1902	James P. Wood, Philomathean.
1903	Albert J. Jones, Philomathean.
1904	Clarence Matheny, Athenian.
1905	Harley E. Baker, Athenian.

YEAR.	SECOND PRIZE.
1901	Lissa Williamson, Philomathean.
1902	Adam G. Elder, Athenian.
1903	Victor Alvan Ketcham, Athenian.
1904	Josephine Caldwell, Philomathean.
1905	Floyd S. Crooks, Philomathean.

FACILITIES FOR PHYSICAL INSTRUCTION

Gymnasium — The University has a large gymnasium which has already been equipped with considerable apparatus, and the supply is being increased from time to time. The dressing-rooms are supplied with large lockers for clothing and with hot and cold shower baths. The use of the baths and the gymnasium is free to students. A deposit fee of *one dollar* is required, of each student, as a pledge for the proper care of his locker and key. This fee will be returned to the student, when leaving college, if the key is returned and the locker left in good condition. In the conduct of the gmynasium the aim is not so much the development of a few gymnastic experts as the provision of wholesome exercise for the many. For this purpose regular instruction in light gymnatics is given for both ladies and gentlemen.

Athlectic Field — The athletic field is a level tract of ten acres, owned by the University and situated a few minutes' walk southward from the campus. The field has been equipped especially for base-ball and foot-ball. The campus itself provides room only for tennis courts, and for a small practice ground close by the gymnasium.

Supervision of Athletic Sports — The general supervision of athletic sports is vested in a Faculty Committee.

The Advisory Board consists of the officers of the Athletic Association. These boards, under certain regulations, have charge of all financial affairs of the Athletic Association and the arrangement of all intercollegiate games.

The Faculty Committee, composed of five members, has charge of all matters involving the relation of athletic sports to the University; for example, the eligibility of players proposed for any University team and the investigation of charges of misconduct on the part of players. The policy of the committee is to foster the spirit of honor and gentlemanliness in athletics, to suppress evil tendencies, and to see that play shall not encroach too much upon the claims of work.

Requirements and Credits — All students, from the first Preparatory year to the Sophomore year, inclusive, regularly classified for scholastic work, are required to take at least two periods of gymnastic work each week, from October 1st to May 1st, unless excused by a physician's certificate or by vote of the Faculty Committee on Athletics. Credit is given to students of collegiate rank on the basis of credit for laboratory work, namely, three periods of exercise for one hour of credit, the maximum credit not to exceed ten hours per term.

DETAILED STATEMENT
OF THE
Departments of Instruction.

GREEK

Charles W. Super, *Professor.*
Eli Dunkle, *Associate Professor.*

It is the aim of this Department to enable students to read the authors commonly read in colleges and to make them acquainted as far as possible with the literature and life of the ancient Greeks. In teaching the language, especially that of Homer, attention is drawn to those words that are etymologically related to other languages, particularly Latin, German, and English. Especial prominence is given, as the student progresses, to the following points: First, form; second, vocabulary; third, relation to cognate languages; fourth, literature and history. The ear is regarded as equally important with the eye in the interpretation of words. When possible, some entire work of an author is read, as it is believed that a more lasting and more satisfactory impression will thus be made on the mind of the student than by the use of selections only. It is a well-established principle in the study and teaching of the ancient languages that they should be made, as far as possible, the basis of a study of antique life. The Greek language embodies the experience of the most remarkable people of antiquity,—a people whose achievements in literature, in the arts, and in government have been, and doubtless will continue to be, inexhaustible sources of profitable instruction. It is here claimed that the study of the Greek language, together with all that should properly be taken in connection therewith, will contribute the most important elements of a liberal education. In our Preparatory Department we have attained the best results by keeping the student to the Attic Greek exclusively. In this way, and we believe in this way only, can he be firmly grounded in the essential forms of the most important of the Greek dialects. With it as a norm he is best enabled to understand the variations exhibited by the other dialects, even those that are older. Equivalents offered by students who have prepared elsewhere will be recognized and full credit given. The authors read in the college classes vary somewhat from year to year. During 1905-6 the following works were studied: portions of the Iliad; selections from Herodotus, Thucydides, and Xenophon; four orations of Lysias. Jones's Greek Prose; Kitchel's Plato entire; the Gospel of Luke and several of the Pauline Epistles; Euripides's Alkestis and Elektra; Sophokles's Elektra and Oedipus Tyrannus; Aeschylus's Prometheus Bound.

More important, however, than any quantity of text perfunctorily read is a knowledge of the language and a true conception of Greek life and the artistic ideals of the Greeks. The college library is well supplied with works of reference to which every student has access and which he is urged to exploit to the fullest extent. But there are certain indispensable books which he must have at his elbow if he desires to make satisfactory progress and is not content merely to get the lesson for the day. These are a standard Greek Grammar; Goodwin's Moods and Tenses; Liddell and Scott's Lexicon; Peck's Classical Dictionary; a Classical Atlas. Some of these manuals are just as useful for the study of Latin as for Greek.

Students who wish to pursue Greek beyond the prescribed undergraduate course can be accommodated with three exercises per week for three terms, the subject to be studied or the authors to be read to be selected by the professor after consultation with the candidates. In addition to subjects exclusively Greek, one term in Greek History and one term in Comparative Philology may be taken.

LATIN

D. J. Evans, *Professor.*
Mary Ellen Moore, *Instructor.*

Admission to the Freshman class, without conditions, is given students who finish the Preparatory course of the Ohio

University, and to those who bring from first-class high schools, certificates covering the same course, or an equivalent. This course is: Cæsar, four books; Cicero, seven orations; Vergil's Aeneid, Books I.-VI.; forty lessons in Latin Composition; and Roman History to the end of the Republic.

The work of the Freshman year is required for the degrees of A. B. and Ph. B., and consists of the study of De Senectute, De Amicitia, Livy, Horace's Odes and Epodes, and also weekly exercises in writing Latin. Credit of 156 hours is given.

The work of the Sophomore year is required for the A. B. degree, though 4th year Greek may be substituted for it. It includes the study of the Letters of Horace, Satires of Juvenal, selections from Seneca, Petronius, Pliny, and Quintilian. Credit of 117 hours is given.

ELECTIVES

1. A year is given to the study of the history of the Roman people to the end of the Republic, dwelling especially on the development of the constitution, growth of political institutions, and territorial expansion. Credit of 156 hours is given, but no credit is allowed unless the whole year's work is done.

2. Teachers' Course: Each Spring term a class is organized to qualify advanced students for teaching such Latin authors as are generally taught in first-class high schools. College credit of 24 hours is given for this work.

3. A one-year course in Medical Latin.

For 1906-7, students in Freshman Latin will provide themselves with Latin-English and English-Latin lexicons, Allen & Greenough's Latin Grammar, Bennett's De Senectute and De Amicitia, Peck's Livy, Books I., II., XXI., and XXII., Smith's Odes and Epodes of Horace, and Gow's "Classical Companion."

Students in Roman History (Elective) will be required to provide themselves with Epochs of Roman History and Classical Atlas.

The required work in Latin aims:

1. To teach students of fair ability to read understandingly the Latin authors usually studied in our colleges.

2. To enable students to translate at sight selections from Eutropius, Cæsar, Romæ Viri, and Cicero, and to write the Latin of simple English narratives.
3. To give as complete knowledge, as time permits, of Roman life and manners, customs, and political institutions.
4. To teach the pronunciation of Latin words and the scansion of Latin meters in most common use.

In the whole work the endeavor is to impress on the minds of students that the Latin is the language of a moral and practical people who left their mark on the world in law and government, and that "Rome is the center of our studies and the goal of our thoughts; the point to which all paths lead, and from which all paths start again."

Harper's Lexicon, Kiepert's wall-maps of the Roman Empire and of various countries, Smith's Dictionary of Classical Biography, and Smith and Seyffert's Dictionaries are freely accessible to students for reference in their work.

They have access also to Simcox's, Teuffel-Schwabe's (Warr's translation), and Browne's Histories of Latin Literature; and to Guhl and Koner's Life of the Greeks and Romans.

MATHEMATICS AND ASTRONOMY

PROFESSOR HOOVER.

In teaching the pure Mathematics, especial attention is directed to the value of the study as a means of training the logical faculties. Constant stress is laid upon the steps of reasoning which underlie the various processes; and it is insisted that the principal business of the college student of Mathematics is to apprehend these clearly.

FRESHMAN ALGEBRA — The continuation of Fisher and Schwatt's *Higher Algebra* used in the preparatory courses and starting with harmonical progression. In addition, the chapters on the binomial theorem, logarithms, permutations and combinations, variables and limits, the parts of Chapter XXXIII. on infinite series which contribute to the determination of the condition of convergency of the expansion of a binomial with any rational exponent, of the exponential and logarithmic series of Chapter XXXVIII., and of recurring series in Chapter XXXVII.; also, the parts of Chapter

XXXV. embracing the theorem of undetermined coëfficients and its application to, at least, the expansion of rational fractions into series, partial fractions, and to finding "the general term"; recurring series, method of differences, interpolation, Chapters XXXIX. and XL. on determinants and the theory of equations, all illustrated by the solution of many original exercises. Given in Winter and Spring terms.

Solid Geometry — This is regularly given in the Fall and Winter terms. The abridged text of Phillips and Fisher is used. All the four books are taken, including all the original exercises. Constant attention is fixed upon the ultimate theorems to be established and thus the continuity and logic of the work are made prominent. Exact conception of the locus is distinctly aimed at, and considerable drill in mental work is given.

Plane Trigonometry — There will be used, in the Spring term, the second revised edition of Wentworth's *Plane Trigonometry*. Hussey's mathematical tables will be used. Special emphasis will be put upon the analytical theory, and all parts of the work illustrated by large practice in the application of principles. In calculation the methods of the professional computer will be used.

Spherical Trigonometry — Chauvenet's excellent and standard text is used. About all the text for which the student is, at this stage of his mathematical study, prepared is taken. Special pains is taken in computation.

Analytical Geometry — Nearly all of Nichols's text is taken in the Winter term, special effort being put upon the original exercises. This branch is of great importance to engineering students. It is, besides, one of the most elegant undergraduate branches of study.

Differential Calculus — This will be given in the Spring term of the Sophomore year. The whole of this part of Osborne's text will be used.

Integral Calculus — This is a continuation of the work of the previous term in Osborne's text and will be given in the Fall term of the Junior year. The method of limits is the basis for the theory. Extensive drill in integration is given the student that he may acquire skill in this refined and highly useful instrument of investigation.

Applied Calculus — This will begin in the Winter term of the Junior year and will be adapted to the wants of engineering students especially. The text used will be Perry's *Calculus for Engineers.* It will furnish a review of the more directly practical parts of the two preceding terms in Osborne's text.

Analytical Mechanics — Bowser's text, applying every previous mathematical course of the student, is taken in the Winter term of the Junior year, and affords the best chance of show of ability of the mathematics he has so far had. About three-fourths of this text is taken, most of which relates to Statics and Dynamics.

College Astronomy — Young's *General Astronomy* is used, most emphasis being placed upon the parts of a more mathematical character. As largely as possible, the student is made acquainted with the methods of the professional astronomer.

Electives — The following are among the electives in recent texts by the best American and British writers: Advanced Theory of Equations, including advanced Determinants; Analytic Geometry of Three Dimensions; Differential Equations; Advanced Statics and Dynamics; Elliptic Functions; Spherical Harmonics; Least Squares; Mathematical Optics, and other mathematical Physics, with Theoretical Astronomy.

RHETORIC AND ENGLISH LITERATURE

Professor Chubb.

The aim of the English Department is two-fold, to train the power of expressing thought, and to cultivate an appreciation of literature. In the classes in Rhetoric the main stress is placed upon the actual work in composition done by the student. In the study of Literature the endeavor is to quicken the artistic and æsthetic sense.

The Library is the laboratory of the English Department. In the study of an author different students are assigned different works for reading. Each student then reports, sometimes in an address, sometimes in an essay, upon the results of his reading.

When studying Literature emphasis will also be placed upon the practice of composition, and in the classes in Rhetoric much attention will be given to the study of Literature.

Preparatory to College English, the student must have a thorough knowledge of Grammar, and must have completed the following six terms' work or an equivalent:

PREPARATORY ENGLISH*

First Term: Composition and Rhetoric.

Second Term: American Literature — selections from Irving, Bryant, Whittier, and Poe.

Third Term: American Literature continued—selections from Holmes, Longfellow, Hawthorne, and Lowell.

Fourth Term: English Literature — selections from Shakespeare, Milton, Pope, and Addison.

Fifth Term: English Literature continued—Wordsworth, Coleridge, Carlyle, Burns, and Arnold.

Sixth Term: Composition and Rhetoric — a study of Description, Narration, Exposition, and Argumentation.

The Amount of College English Required for Graduation

For the B. S. degree, 150 hours' credit.

For the A. B. degree or B. Ph. degree, 198 hours' credit.

COLLEGE COURSES

Fall Term

1. TENNYSON — A study of the Idyls of the King, In Memoriam, The Princess, and some of the shorter poems. Three hours. (Required.)

2. SHAKESPEARE — Julius Cæsar, Macbeth, Hamlet, Othello. These plays will be studied in class. In addition four comedies will be assigned for cursory reading. One lecture a week will be given. Four hours. (Sophomore elective.)

3. COLLEGE RHETORIC — In this work the stress is placed upon paragraph-writing and editorials. Three hours. (Required for all degrees, Sophomore.)

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* Much of the Preparatory English is done by the English Department of the State Normal College.

4. HISTORY OF ENGLISH LITERATURE — A text is studied and each member makes a special study of a topic assigned. Four hours. (Junior required.)

Before taking this course, students are required to have read the following English masterpieces: Shakespeare's Hamlet, Macbeth, As You Like It, and Othello; Milton's Paradise Lost, Book I., Lycidas, L'Allegro, and Il Penseroso; Bunyan's Pilgrim's Progress; De Foe's Robinson Crusoe; Swift's Gulliver's Travels; Pope's Rape of the Lock; Goldsmith's Vicar of Wakefield; Burns's Cotter's Saturday Night, The Twa Dogs, and Tam O'Shanter; Shelley's Cloud, Skylark, and Ode to the West Wind; Keat's St. Agnes, Grecian Urn, and Nightingale; Browning's Pippa Passes; Tennyson's In Memoriam and The Princess; Scott's Ivanhoe, Kenilworth, Talisman, *or* Woodstock; Eliot's Adam Bede, Mill on the Floss *or* Middlemarch; Dickens's David Copperfield, Pickwick Papers, Oliver Twist, *or* Old Curiosity Shop; Thackeray's Henry Esmond, Vanity Fair, *or* The Newcomes; Stevenson's Treasure Island, Master of Ballantrae, *or* David Balfour.

5. THE ENGLISH BIBLE — This course is offered by several professors. It is open to all. One hour. Given each term.

Winter Term

6. EMERSON — The prose of Emerson is studied, also Chubb's "English Words." Three hours. (Freshman elective.)

7. SHAKESPEARE — A Study of the English Historical Plays in chronological order, King John, Richard II., Henry IV., Henry V., Henry VI., Richard III., and Henry VIII. Four hours. (Open to all who have taken the first term in Shakespeare.)

8. PUBLIC SPEAKING AND ARGUMENTATION — This course is to give a training in public speaking, special stress being placed upon argumentation. It is not intended to be a course in formal logic, but a study of the principles of argumentation as used in every-day life. Each student will appear at least once during the term in a public debate given in the University Auditorium. Alden's "Art of Debate" is the text used in connection with the study of specimens of argumen-

tation. Open to all who have taken Course 3. Three hours.

9. BROWNING — A study of his shorter poems. Three hours. (Senior elective.)

Spring Term

10. BYRON, KEATS, AND SHELLEY. Three hours. (Freshman elective.)

11. CHAUCER — Three hours. (Sophomore elective.)

12. NINETEENTH CENTURY PROSE LITERATURE — Ruskin, Carlyle, and Arnold are studied in class. Four hours. (Junior required.)

13. THE GREEK DRAMA IN ENGLISH — This course is for those who have no knowledge of the Greek drama in the original. Several of the plays of Aeschylus, Sophocles, and Euripides will be read. The course is open to those having taken the Shakespeare courses. It will alternate with the course in Chaucer. (Elective.) Three hours.

HISTORY, ECONOMICS, AND POLITICAL SCIENCE

PROFESSOR ELSON.

THOMAS N. HOOVER, *Instructor.*

Modern European History.

The growth and development of the great nations of the present time will be studied. Especial attention will be given to the countries of modern times whose history is closely connected with that of the United States. The evident decline of some of the nations of modern Europe will be noted and an attempt will be made to find the reasons therefor.

Some time will be devoted to a study of China and Japan.

Fyffe's "Modern Europe," Schwill's "Modern Europe," "World Politics," by Paul Reinsch, Noble's "Russia and the Russians" and the standard text-books on English and French history will be used in 1906-7.

United States History

The importance of the study of United States History in preparing citizens to exercise the duties incumbent upon them as members of the body politic is growing more apparent every year. Therefore the aim of the teaching in this department is so to read the history of the past as to throw light upon present civic and economic problems, and thus aid in their solution. The disciplinary value of the subjects included in this department is kept constantly in view. History is regarded as a record of the social, economic, moral, and political life of the people. Environment, former ideas, and changing industrial conditions are all considered as important factors in determining the course of events. The work of our great leaders in thought and action is studied carefully in connection with the history of the people. Students are encouraged to investigate the civil and economic questions of the present day with minds as free as possible from partisan prejudice and preconceived opinions.

The standard books in Civics and Economics are studied, and the views therein expressed are freely discussed in the class-room. Government publications, magazine articles, and other valuable material are read for the purpose of obtaining all the light possible upon the subject under discussion as well as to broaden the mental vision of the student. The work for the year 1905-6 was as follows:

Preparatory United States History — Required

FIRST YEAR: FALL TERM — History of the United States, three hours per week.

WINTER TERM — History of the United States, four hours per week.

SPRING TERM — Civil Government, five hours per week.

Collegiate History — Elective

FALL TERM — The Colonial Period and the Formation of the Union, four hours.

WINTER TERM — The Period of Slavery Agitation, four hours.

SPRING TERM — The Civil War and the Reconstructed Nation, four hours.

Elson's *History of the United States* will be used as a guide in the study of the foregoing course.

Special Electives

Fall Term — History and Study of the Constitution of the United States, three hours. The Territorial Expansion of the United States, two hours.

Winter Term — Reinsch's *World Politics,* two hours.

Spring Term — The History of Political Parties, three hours. Municipal Government, three hours.

In the Special Electives, the Madison Papers, The Federalist, Poore's Constitutions and Charters, American State Papers, Reports of Directors of the United States Mint, the Congressional Globe and Record will be used in connection with the standard histories. The volumes of Bancroft, Rhodes, Von Holst, Schouler, Pitkin, and the American Statesman Series are constantly at hand for reference. Hamilton's, Jefferson's, Clay's, and Calhoun's works are always accessible and often used.

Political Economy

Fall Term — *The Elementary Principles of Political Economy* to Chapter V., Book III.

Winter Term — *The Elementary Principles of Political Economy* completed.

The work outlined above is required in the Collegiate Department. *The Elementary Principles of Political Economy* by Ely and Wicker will be the text used. The fundamental principles of the subject will be studied in the first term, followed in the second term by their practical application to the questions of to-day.

Elective Economics

Winter Term — Advanced Economics, three hours.

Spring Term — Money and Banking, three hours.

Hadley's Economics will serve as a text-book in the Winter term. F. A. Walker's Political Economy and Marshall's Principles of Economics will be used as references.

"Money and Banking," by Horace White, will be used as a text-book in the work of the second term.

PHILOSOPHY, ETHICS, AND SOCIOLOGY

PROFESSOR TREUDLEY.

The purpose of the various courses offered in the accompanying schedule of work is not only to acquaint students with the general lines of philosophical thought, but to aid them to acquire power to reflect upon the problems of life and conduct. If there be sufficient demand, special studies may be offered kindred and supplementary to those which are announced. It is the purpose of the department to make this work practical not only in so far as the individual's own thinking is concerned, but as regards the bearings of these themes upon public and private life.

COURSES OF STUDY.

Fall Term

1. ETHICS — Three hours per week. Required of all Junior students in the course leading to the degree of Bachelor of Philosophy, and of Normal-College students in the Sophomore year, and elective for all others of equal standing. The purpose of this course is to set forth the general principles of conduct with their application to life and character.

2. LOGIC — Four hours per week. Senior required.

3. INTRODUCTION TO PHILOSOPHY—Three hours per week. Required of all students in the courses leading to the degree of Bachelor of Philosophy and Bachelor of Pedagogy and elective for Junior and Seniors in other courses. This course is intended in part to prepare the way for the courses offered in the History of Philosophy in the two succeeding terms and in part to assist students to become familiar with the nature of the problems springing out of the immediate world by which they are surrounded.

Winter Term

1. SOCIOLOGY — Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy in the Junior year, and of all Normal-College

students in the Sophomore year, and elective for all others of equal standing.

2. History of Philosophy — Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy and elective for all other students of Junior and Senior standing. Particular study will be made of Greek philosophy and its bearing upon subsequent thought.

3. Ethics — Three hours per week. Elective for Juniors and Seniors and students having had first term Ethics. This course is designed to supplement the work offered during the fall term by extending it so as to include a further study of the more fundamental questions affecting the individual and social life.

Spring Term

1. History of Philosophy — Three hours per week. Required of all students in the course leading to the degree of Bachelor of Philosophy and elective for all Juniors and Seniors in other courses. Special study will be made of Modern Philosophy.

2. Sociology — Three hours per week. Elective for Juniors and Seniors and students having had the first term in Sociology. The purpose of this course is to supplement the required course in Sociology and to present a consideration of the historical growth and development of existing social institutions.

BIOLOGY AND GEOLOGY.

Professor Mercer.

J. E. McDaniel, *Instructor.*

This Department embraces all the subjects properly belonging to Biology, together with Inorganic and Organic Geology.

The work in Zoology begins with the Fall term of the Freshman year. Abundant opportunity is offered for field work. In addition to the material gathered by the class, use is made of preserved marine types which are received from time to time for the purpose of dissection. Each student is required, also, to spend some time in the Zoological Museum, which contains many valuable specimens.

The student enters the laboratory at the very start, and such types are placed before him for examination and dissection as will lead him step by step to correct habits of observation, by which he is enabled to comprehend the close relations of one form of life to another. As this work is in progress, the subjects under examination are fully discussed, and, on the completion of each dissection, the student is examined upon the work done. Drawings are required of the different parts and organs, in all cases. After a few types have been studied in the laboratory the subject of classification receives careful attention.

An advanced course in Zoology is offered in the college proper, and a scholarship has been established which insures free tuition and laboratory privileges at the Marine Biological Laboratory, Cold Spring Harbor, Long Island, to the student in this Department doing the highest grade of work. The importance of the advantages thus secured cannot be overestimated, as the student is given abundant opportunity to study marine life amidst its proper environments. He will, to this end, be expected to assist frequently in dredging, for which a naptha launch is provided.

The course in Preparatory Physiology aims to give a good general knowledge of Anatomy and Hygiene, and the functions of the different organs. Occasional dissections are performed before the class, and some laboratory work is required of all. In the collegiate course this subject is studied by more advanced methods. Osteology receives close attention, and each student is expected to give some attention to dissection, besides making a practical study of a few histological structures. Physiological principles and theories are discussed according to the latest investigations; and, in this connection, experiments are performed in the laboratory. The department is supplied with a valuable skeleton and superb French anatomical models. (For more advanced work in Anatomy and Physiology, see Preparatory Medical Course.)

Elementary Botany is required in all the Preparatory courses except the classical. Work begins with an observational study of germinating plantlets, all students being required to sow the seeds of several representative plants and to make careful drawings of the different stages of growth.

Leaves, roots, and stems are studied from the objects as far as practicable, and careful dissections of certain typical flowers precede the regular work of Systematic Botany. As time permits, the student is given some insight into the microscopic structure of plants by practical work in the laboratory. An herbarium of not less than forty plants will be required of all, or an equivalent in laboratory work. In the collegiate course the student is set to work at once with the microscope, the object being to secure a knowledge from actual observation of the general anatomy and physiology of plants. This is followed by work upon the Cryptogams, and all will be encouraged to make some special investigations for themselves.

The University is thoroughly equipped for work in General Biology, a required subject in all the collegiate courses. A biological laboratory has recently been completed and fitted up with modern apparatus, including a steam sterilizer, fine optical appliances, dissecting instruments, water bath, paraffin bath, CO_2 freezer, Minot Microtome, etc. The student is given practical training in Miscroscopy, and is taught the process of staining and preparation of permanent mountings. It is the intention to give a thorough knowledge of the structure and mode of growth of typical plants and animal forms, and the laboratory work is accompanied with lectures, in which the composition of organisms, methods of reproduction, development, and other biological subjects are discussed.

At an early stage of the work in Geology, such objective study of minerals is pursued as will enable the student to comprehend the composition of rocks, which is next taken up. To supplement the text, lectures may be given from time to time upon Dynamical, Structural, and Paleontological Geology, and these subjects are further studied in the field. Work is also offered in Determinative Mineralogy. A large cabinet of minerals is open at all times to the student of Geology.

The stereopticon is in constant use in the Department to illustrate the lectures. The facilities for making lantern slides are such that many additions are made annually to the already quite complete set of over eight hundred slides.

Works of Reference — Parker & Haswell, Text-book of Zoology, Schafer, Text-book of Physiology, Marshall &

Hurst, Practical Zoology, Stewart, Manual of Physiology, Bessey's Botany, Goodale's Physiological Botany, Gray's Structural Botany, Wolle's Diatomaceæ of N. A., and Desmids of the U. S., Strasburger's Manual of Vegetable Histology, Goebel's Outlines of Classification and special Morphology, Vine's Physiology of Plants, DeBarry's Comparative Anatomy of Phanerograms and Ferns, Huxley's and Martin's Biology, Sedgwick and Wilson's Biology, Packard's Zoology, Lang's Vergleichende Anatomie der Wirbellosen Thiere, Landois's Physiology, Stirling's Histology, Piersol's Histology, Shafer's Essentials of Histology, Carpenter's The Microscope, Frey's Microscopical Technology, LeConte's Elements of Geology, Dana's Manual, Dana's Mineralogy, Crosby's Mineralogy, Lyell's Principles of Geology, Geikie's Text Book of Geology, Government Reports, complete sets of the American Journal of Morphology, Illustrated Flora of the Northern United States and Canada, by Britton and Brown, Schafer's Text-book of Physiology, Chavau's Comparative Anatomy of the Domesticated Animals, and Campbell's Text-book of Botany.

CURRENT JOURNALS — American Naturalist, Science, American Journal of Anatomy, Biological Bulletin, Journal of Applied Microscopy, Ohio Naturalist, and the reports of all the leading scientific societies.

Preparatory Biology

Fall Term — Physiology and Hygiene.
Winter Term — Botany.
Spring Term — Botany.

This work is required of all students five hours each week for the entire year.

College Biology

Fall Term — Vertebrate Zoology. (Sophomore elective) 4.
Osteology. (Sophomore elective) 4.
Microscopy and Histology. (Junior electrive) 5.
Geology. (Senior required) 4.
Structure Botany. (Senior required, if Geology is not taken) 4.

Winter Term — Invertebrate Zoology. (Freshman required) 2.
Anatomy. (Sophomore required) 4.
Histology. (Junior elective) 5
Bacteriology. (Junior elective) 3.
Human Anatomy. (Elective) 4.
Spring Term — Invertebrate Zoology. (Freshman required) 4.
Physiology. (Sophomore required) 4.
Embryology. (Junior elective) 5.
Nature Study. (Required of all Normal students; elective for all other students) 4.
Summer Term — Entomology. (Elective for all college classes) 4.

The regular college work mentioned in the above schedule is offered as follows: Anatomy, Physiology, and Botany.

All the college courses are laboratory courses. It requires two hours of actual work in the laboratory for one hour credit. All four-hour courses are made up of at least two laboratory periods and two lectures or recitations each week of the term, and all other laboratory courses in the same proportion.

Any student electing the course in Histology, Embryology, or Bacteriology, must plan to take the entire work of the year.

Description of Courses

ANATOMY — The laboratory work will be mainly dissection of the cat or rabbit and the study of microscopic sections of all the important organs.

PHYSIOLOGY — The course will consist of at least two lectures or recitations one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye. Experimental Physiology forms a large part of this course.

HISTOLOGY — This course includes a careful study of technic; taking fresh tissue and carrying it through to the finished slide by the most approved and modern methods. The student also makes a study of the finished slide and makes drawings of many type tissues. This course is designed thoroughly to fit the student preparing for the study of medicine, as well as to give the student in general a thorough idea of the structure of the human body preparatory to the study of physiology.

BOTANY — Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant histology, and a general consideration of all the life principles involved in plants.

INVERTEBRATE ZOOLOGY — The course in Zoology takes up the study of animal life in the line of development, beginning with the amoeba and tracing the line by means of type forms through the succeeding orders to the vertebrates.

BACTERIOLOGY — This course is mainly one of technic. The student prepares all the common media, inoculates specimens of many of the different forms of bacteria and studies the growth and action of the same. He also gets a fair idea of the methods of identification of common forms, making slides from the cultures.

EMBRYOLOGY — In this course the student follows carefully the development of the chick, makes slides of the embryo at different ages from four hours up to seventy hours, and prepares museum specimens of the chick from that to twenty-one days. He supplements his work with careful reading and comparisons with the development of the mammal, and makes dissections of a fetus of pig or cow. Serial sections of pig embryos from 5 *mm* to 30 *mm* are studied throughout the entire course.

ENTOMOLOGY — It is designed to be one of Nature Study. Insects will be the basis of study. The plants associated with the insects will be studied and their relations pointed out. The anatomy of the insect will be studied from the locust, dissections being made by the students. This course, given only during the Summer term, will be strictly scientific, while the plan will be to adapt it to the wants of public school teachers. It is designed to create an interest among teachers in nature study, in order that they may stimulate to better advantage the observing powers of the pupils who come under their instruction. Collections of insects will be made and classified, thereby gaining the required knowledge to make a private collection or one for each public school.

NATURE STUDY — This course is given during the Spring term. It is a course especially adapted to the teachers in the public schools. It will include a study of birds, insects, flowers, and trees in the field. The field of this course is so large that the main object of the work will be to interest the student in nature by giving him a course of observation lessons. Each division of this course will be taken up in a thoroughly scientific method as far as it is studied, so the student will be gaining actual classified knowledge while he is becoming interested in the things around him.

Preparatory Medical Course

It is desirable in many cases that students looking forward to the medical profession should, after spending four years in collegiate work, be admitted to advanced standing in medical schools, whereby a year's time may be gained. With this object in view, the Department of Biology now offers such work as is, in conjunction with Physics and Chemistry, recognized by the best of these schools the full equivalent of a year's professional study. The Departments of Physics and Chemistry furnish abundant opportunities for the work required in that direction. The biological work is, from the very outset, suited to the needs of the medical student. To this end it properly begins with General Biology, to be followed by a comparative study of animal forms and of phanerogamic and crytogamic plants. The development of some vertebrate is closely studied, and preparations of embryos are required of each student. Throughout the entire course close attention to laboratory work is insisted upon. Practical instruction is given in the preparation of microscopic objects, and the student is taught the technique of section cutting and mounting. A practical knowledge of Human Anatomy is obtained from the careful dissection of some mammal, the many resemblances to the anatomy of man, and the few differences, being continually referred to. Arrangements have been made whereby students of the University are allowed, under certain conditions, to attend post-mortem examinations and to assist in the work. The laboratory is provided with modern apparatus for accurate investigation of disease germs, and the student is therefore required to do practical work in the all-important subject of Bacteriology.

The graduate completing this course may receive credit for one year's work in the regular course of study at the Medical College of Ohio, Starling Medical College, Columbus, and other medical schools; and also will be admitted into the second year of the four-year course of study in the Medical department of the University of Pennsylvania and Jefferson Medical College, upon presentation of a certificate signed by the professor in charge.

Among the books of reference to be found in the library may be mentioned Gray's Anatomy, Quain's Anatomy, Holden's Anatomy, Landois and Sterling's Physiology, Hertwig-Mark's Text-book of Embryology, Lehrbuch der Vergleichenden Entwicklungsgeschichte (Korschelt & Heider), Minot's Human Embryology, Zeigler's General Pathology, Stoehr's Histology, Von Kohlden's Pathological Histology, Korschelt & Heider, Text book of Embryology of the Invertebrates, Wilder and Gage's Anatomical Technology, Wiedersheim's Comparative Anatomy, Sternberg's Bacteriology, and standard tests and guides in Histology. The following subjects are comprehended in this course: General Biology, Zoology, Mammalian Anatomy, Human Anatomy, Histology, Physiology, Structural and Systematic Botany, Vegetable Histology, Embryology, and Bacteriology.

PHYSICS AND ELECTRICAL ENGINEERING

Faculty

ALSTON ELLIS, PH. D., LL. D.,
President.

ALBERT A. ATKINSON, M. S.,
Professor of Physics and Electrical Engineering.

LEWIS J. ADDICOTT, B. S.,
Professor of Civil and Mining Engineering.

WILLIAM B. BENTLEY, PH. D.,
Professor of Chemistry.

WILLIAM HOOVER, PH. D., LL .D.,
Professor of Mathematics and Astronomy.

EDWIN TAUSCH, PH. D.,
Professor of Modern Languages.

EDWIN WATTS CHUBBS, LITT. D.,
Professor of Rhetoric and English Literature.

CHARLES M. COPELAND, B. PED.,
Professor of Accounting and Commercial Law.

HENRY W. ELSON, PH. D.,
Professor of History and Political Economy.

GEORGE E. MCLAUGHLIN,
Assistant in Electrical Engineering and Instructor in Shop Work.

FRANCIS M. PORTER,
Instructor in Laboratories and Mechanical Drafting.

1. Elementary Physics — This work is required in the first and second terms of the third preparatory year in all the courses of study. Recitations three times a week; laboratory work four hours a week; lecture on laboratory work once a week. A laboratory fee of fifty cents a term is charged. The class-work will not be required of those having a diploma from a First Grade high-school; but the laboratory course will be required of all high-school graduates and others who have not had its equivalent. Mann and Twiss is used as text-book.

2. General Physics — This course is required throughout the Junior year of the Scientific course, and is open as an elective to students in other courses, provided they have the preparations required of students regularly in this course. In all cases the course in General Descriptive Chemistry, or its equivalent, must precede this course in Physics. Hereafter, also, a knowledge of Analytical Geometry and Calculus will be required. The instruction consists, first, of class work, with experimental demonstrations; second, of individual laboratory work of an advanced character. As an outline of class work, Hastings and Beach will be used, though references to numerous works on Physics, particularly on special subjects in Physics, will be given as supplementary to the text. The laboratory portion of the work will be adapted to the requirements of Junior students and will presuppose the work in Course I, or its equivalent. Recitations three times a week, laboratory six hours a week. Ames & Bliss, Nichols, Stewart and Gee, Millikan, Ferry, and other authors are used as laboratory references.

3. Physical Laboratory — This will be a special elective course in heat and light, given in the Senior year and open to those who have already had 1 and 2.

4. Physical Laboratory — This is elective, and will be open on the same terms as 3. The course consists of exact measurements in electricity and magnetism. A very excellent special laboratory is now used for the work of this course, and the aim is continually to improve the facilities. Nichols, Stewart and Gee, Kempe, Carhart and Patterson, Stine, and Ayrton, will be used as references. Class work twice a week. Laboratory six hours a week during third term.

Physical Laboratory — This is an elective course, given in the first term, Senior year, consisting of a study of dynamo electric machines to the end of determining and platting their characteristics, efficiency, regulation, etc. Lectures twice a week. Laboratory six hours a week.

The fee for laboratory privileges is fifty cents a term.

Electrical Engineering

Opportunities — The rapid development of electricity for the purpose of light and power, and its general introduction into all forms of industry, have created a demand for men well-qualified in this branch of engineering. The profession offers excellent opportunities to young men, and the field is so broad that the chances for rapid promotion are very flattering to those properly qualified. The thoroughly educated man who combines practical experience with his theoretical knowledge of electrical engineering is in special demand; for many now engaged in this work are poorly fitted for its duties. The University does not lose sight of the fact that mind training is its chief business. Yet it is the guiding principle of this Department that the education of the mind is none the less efficient for making use of the materials for this purpose which may at the same time be applied by the trained mind to earning a livelihood. We hold that, instead of being opposed, these two features are correlative.

Ohio University is a State institution, and a free library, now occupying the new Carnegie Library Building, literary societies, musical, scientific, and other organizations add much to the advantages of students. All the regular literary departments of the University are open to engineering students, if they choose to elect any of the general work there offered. The whole atmosphere of college surroundings is beneficial, and constitutes no small advantage over the purely technical school. In Ohio University small classes, usually ten to forty, and attention to individual students are advantages that can not be over-estimated.

There is a growing demand for salesmen of electrical machinery and supplies, and for men with business qualifications to manage the practical affairs of the electrical industries, and to take charge of parts of their business interests.

These demands are sure to continue for some years to come. It is these demands that we are aiming to meet in the training of our students. The regular course in Electrical Engineering contains what we think no similar course contains; namely, a year's course of training in business. The graduate will thus be able to take a position either in the technical or business departments of any of the electrical industries. This course is especially adapted to engineering students. It is believed that the student's opportunities are enhanced several fold, not only through his self-confidence thus gained, but his ability to do something as well as to KNOW something.

EQUIPMENT — The University possesses an excellent incandescent lighting plant, used for lighting the buildings and campus, with the design of extending to the student practical training in the construction, operation, and care of electrical and steam machinery. The plant is modern in all its parts, and meets our present requirements for light and power quite satisfactorily. Very extensive additions to the electrical equipment have been made recently. Both direct and alternating currents are used. The switches and fittings on the boards, wiring and general installation are all the work of students. Modifications and extensions from time to time give others excellent opportunities to obtain valuable practice. This practice also includes dynamo and engine tests, attaching indicators, obtaining and interpreting cards, valve settings with and without the indicator, etc. The equipment consists, in part, of a large laboratory for Elementary Physics and Electricity, a laboratory for advanced Physics, one for electrical measurements, a lecture room, office, photographic dark room, photometry room, drafting room, a dynamo, motor and transformer laboratory, a shop, and a boiler and engine room. In all these, students have the advantage of practical training in the various phases of electrical and steam engineering work. Great expense has been incurred in equipping these departments of work, and additions will be continually made in order to keep up with the times and the increased enrollment. The power room contains a direct-connected Thompson-Ryan-McEwen set, a Corliss engine belted to a 3-phase generator, and a vertical Erie engine, and the necessary switch-boards and other appliances; the steam power being derived from a 100 horse-power boiler located in an adjacent room. The dynamo laboratory contains a Westinghouse multipolar machine which can be used as a compound generator or as a motor to drive the countershaft to which are belted other machines, which in turn may serve different purposes for power and tests; for example, a Western Electric arc machine, a Westinghouse bi-polar incandescent, T. H. generator, a multipolar alternator, an induction motor (three-phase General Electric), a rotary converter with pulley, and a 10 horse-power multipolar motor and generator. There are also several motors of various designs from 1-4 to 1 h. p., and a 5 h. p. gas engine. In this laboratory are also several transformers of different sizes and makes, used for experimental and testing purposes. There are also the necessary switchboards, lamp-racks, load rheostats, measuring instruments in large number and variety, such as voltmeters, ammeters, wattmeters, electrodynamometers, tachometers, contact makers, etc.

The electrical profession requires a great deal of mechanical ability and training in the use of tools for both wood and metal. The Department is provided with shops for both, a forge and lathe room having been provided in the basement of Ewing Hall as a further addition to our facilities in this direction. These shops are provided with wood and metal-working lathes, and a complement of the necessary tools. Additions to the shop facilities are being made continually. As will appear from the course outlined below, while mastering the use of tools, the student is taught the construction of useful pieces of apparatus for laboratory purposes. The ability thus to construct apparatus and machinery, to preserve the proper relations of the several parts in fitting them together, and in overcoming the difficulties that may arise in embodying one's ideas, has a very great educational value aside from its practical aspect. Each student this year in the second-year course designed and constructed an electric motor or dynamo from one-fourth to one horse power.

References — Students in the Engineering departments find on file for ready reference a large number of technical periodicals, such as the Electrical World, Electrical Review, Electricity, Electric Journal, Street Railway Journal, Engineering Magazine, Power, Scientific American, Scientific American Supplement, School Science and Mathematics, Physical Review, Science Abstracts, Engineering News, Engineering Record, Mines and Minerals, Journal of the Association of Engineering Societies, Journal of the Western Society of Engineers, Reports of State Engineering Societies, Cement, Railway Gazette, Journal of Franklin Institute, Electro-chemical and Metallurgical Industry, Journal of the Chemical Industry, Die Zeitschrift für den physikalischen und chemischen Unterricht. Besides the Department library, which is available to students taking these courses, the Carnegie Library is also open for use each day, and three evenings a week.

Aid. — Ohio University makes no promises of positions to prospective students. But the young man who conscientiously does what is assigned him to do, and makes a success of his college work, need have no fears about his future success. Of course we use our influence in helping young men secure positions. The fact that no one of those who has creditably completed any of the courses has failed to secure a good position, and that last year we had calls for men we were unable to supply, should be a sufficient guarantee and encouragement to those about to begin the work. Our principal object is the thorough mental and practical training of men for the various lines of engineering work; and they are thus fully prepared to accept good positions.

Enrollment. — The enrollment in the College of Engineering increases from year to year, and better positions are awaiting still more engineers. For the year ending April 1, 1906, the total enrollment in the electrical Engineering department of the University was 109. This number was nearly uniform throughout the year. See the enrollment list of this Department at the end of the catalogue for the names and addresses of the students in Electrical Engineering.

Requirements — The requirements for entrance to the Four-Year, or Degree Course, are still the same as for the Scientific Course, except the optional substitution of modern language for Latin. This is shown in the outline of studies in the Preparatory School. Graduates of First Grade high schools will be able to enter the Freshman year of the course if they have taken either a Latin or a modern language course. For a complete exhibit of the course leading to the degree of B. S. in Electrical Engineering, see "Courses of Study," at the end of this catalogue. The Short Course leading to a certificate, or diploma, is also shown under the same head.

For the Short Course the requirements are the first, second, and third terms of Algebra, Plane Geometry, and three terms of English, as shown in the outline of work for the Preparatory School.

The English includes two terms of Literature and one of Rhetoric. Those not prepared in these branches may be permitted to take up free-hand and mechanical drawing, while making up this work in the Preparatory Department. The higher branches, Analytical Geometry, Calculus, and Analytical Mechanics are strongly recommended to students in the Short Course. Physics and Chemistry are required as indicated. When the Short Electrical Course and the auxiliary studies are completed, a certificate will be issued showing the character of the work done. Also, where it is deserved, a recommendation will be issued showing the student's ability in theoretical and practical electrical and steam engineering. The courses are subject to such changes from time to time as the profession requires, and as the proper treatment of such studies makes necessary. The regular Degree Course is urgently recommended in each case.

For the present there will be a charge of fifty cents a term for each laboratory course, and students will be held responsible for all breakage and damage. The charge for students in Electrical Engineering will be five dollars a term, the regular contingent fee. Those who are not electrical students, but who wish to take mechanical drawing, may do so on payment of one dollar per term in addition to the contingent fee.

DESCRIPTION OF COURSES — The following is a brief statement of the nature of that portion of the Course taught in this Department. The portion taught in other departments is described elsewhere.

DRAWING AND DESCRIPTIVE GEOMETRY (3) — Church's *Descriptive Geometry* is used as a text in this subject. A course in Mechanical Drawing and Lettering accompanies it. Recitations twice a week and drawing three hours a week.

Problems of right lines, planes, curves, tangents, normals, cylindrical, conical and warped surfaces, of shades and shadows are considered. The second term includes projections, intersections and development of surfaces, six hours a week. The third term's work consists in making enlarged drawings from blue prints of engine parts and details. Also practice in lettering, especially free hand lettering, is required through the term. Six hours a week in the drafting room is required. The fourth and fifth terms require first pencil sketches containing all measurements of such objects as pieces of laboratory apparatus, pieces of pipe containing a valve, an elbow and a union, a wheel, parts of machinery, head of polishing lathe, head stock of machine lathe, bench vise, sight feed lubricator, lathe chuck, etc. All the necessary views of details are drawn, then a complete assembly of these details is made on the drawing board and finished in proper form. The fifth term is a continuation of previous term, but requiring more complicated sketches and scale drawings. The sixth term includes station and switch-board design.

Shop Work (4)—(1) Wood turning according to blueprints, and also from original designs; planing, truing and fitting in wood; mortising and tenanting; bracing, gluing and pinning; four hours a week in the shop.

(2) Iron turning, end truing, sandpapering, inside turning; machine thread cutting and fitting, splicing a shaft or bar; pipe cutting, threading and fitting by sleeves, elbows, unions, valves, etc.

(3) Bench work; sawing and filing brass, squaring, truing, fitting and soldering; construction of various useful devices; tapping, dieing, hand tool turning, and working to shape. General repair work in engine and boiler room. Electrical construction about the college buildings and dynamo laboratory.

The second year's work consists of a complete design of a motor and rotary converter, of ¼ to 1 h. p., construction of patterns from the original blue print designs, and building the machine, and finally making a complete test of the same.

Station Practice (2) —This comprises practice in the care and operation of all the machinery in the college direct and alternating current station and the city alternating current plant. This is required to be done in the same manner as would be if the student were fully responsible as the operating engineer. Six hours a week in the two stations, for two years. Other plants, such as those of the State Hospital for the Insane and the Athens Brick Company, are also utilized in the instruction of classes.

DIRECT CURRENT MACHINERY (4) — A study of the construction, operation and testing of direct current dynamos, motors and other machinery. Franklin and Esty is used as a basis for this course.

ELECTRICAL CATECHISM (2) — This is designed to give in the most direct and tangible manner an insight into the fundamental principles, throughout the whole field of electricity, and their practical application, as a foundation for the subsequent work of the course in Electrical Engineering. Shepardson's Electrical Catechism is used in this study.

ELECTRICAL DESIGNING — WIRING AND ARMATURE WINDING (2) — A course of lectures on the design of electric circuits for various purposes, and also on the winding of various types of armatures; this is accompanied by individual work by each student in wiring, on the drawing board from measurements or floor plans, dwelling, college buildings, hotels, business blocks, etc., and in making estimates of all material for a complete installation; switch-boards, are also designed for certain purposes by each student. Several armature models for ring and drum winding are used and each student by means of real formed copper coils and by colored cords practices the various forms of winding, both direct and alternating, and then makes diagram drawings of the complete winding.

ADVANCED PHYSICS (3) — An advanced course in theoretical physics throughout the year. Hastings and Beach has been used, also Carhart's *University Physics,* Barker's *Physics* and Watson's *Text Book of Physics.* Among other references are Ganot's *Physics,* Violle's *Cours de Physique,* and Muller-Pouillet's *Lehrbuch der Physik.*

PHYSICAL LABORATORY (2) — An advanced laboratory course of six hours a week to accompany the class work. References for this work are made to Ames and Bliss, Stewart and Gee, Ferry, Millikan, Miller, Nichols and others.

DYNAMO LABORATORY (4) — Course of eight hours a week in the dynamo laboratory in studying the characteristics, regulation and efficiency of direct current machinery. Also lectures once a week. Swenson and Frankenfield is used as a text-book and laboratory guide.

ELECTRICAL AND MAGNETIC CALCULATIONS (4) — This is a study of magnetic and electric laws through a large number of examples and original problems. Atkinson's *Electrical and Magnetic Calculations* is the text-book used.

ELECTRICAL MEASUREMENTS (4) — Two lectures a week in the theory, and six hours a week in the laboratory in the various methods of making electrical measurements of current, resistance, electro-motive force, capacity, inductance, etc. Carhart and Patterson is used as a text-book and laboratory guide.

STEAM ENGINEERING (4) — This course consists of a study of boilers, boiler settings, fittings, braced and stayed surfaces, properties of steam, combustion, chimney design, valves, engines—simple and compound, problems of pressure, power, indicators, governors, condensers, heaters, etc. Ripper, and *Power Catechism* are used in conjunction.

ADVANCED STEAM ENGINEERING (6) — This consists of three recitations a week, Ripper's *Steam Engineering,* advanced course, being used, and six hours in the laboratory, testing boilers for coal consumption, horse-power and efficiency; calorific value of different fuels; per cent moisture in steam, and effect of reducing; furnace, flue and feed water temperatures, etc.

ALTERNATING CURRENT MACHINERY (4).— A study of the construction, operation, and testing of alternating current machinery. Sheldon's *Alternating Current Machinery* is used as a text-book.

ALTERNATING AND POLYPHASE CURRENTS (4) — A more detailed study of the characteristics of alternating any polyphase currents; solutions of problems; regulation for combined output; efficiency and losses; measurements of power; alternating current motors and their characteristics. Jackson is the text-book used.

DYNAMO LABORATORY (4) — Lectures once a week, laboratory work six hours a week on the measurements of self and mutual inductances, capacity; E. M. F. and current curves of alternators and transformers; measurement of alternating and polyphase power. Various references are used, such as Jackson, Sheldon, Nichols, and others.

Electric Distribution for Lighting (4)—Various forms of circuits for lighting, circuit devices, overhead, and underground forms of construction, the arc, arc lamps, incandescent lamps and circuits, carbonless lamps, etc., are studied. Crocker, Vol. II., is used as a text.

Electrical Measurements (2) — This is a six-hour laboratory course in the photometry, efficiency and life of incandescent and arc lamps; insulation and break-down tests of wire and cable insulation; also magnetic properties of various samples of iron and steel.

Telephony (3) — This is a study of the various forms of telephone apparatus, switchboards, signal systems, party lines, automatic exchanges, etc. Text-book, Kemster Miller's *American Telephone Practice.*

Electrical Transmission of Power (4) — This is a study of the comparative merits of various methods for the transmissions of power, and a detailed study of the electrical methods; the organization and development of hydraulic works; line construction; the commercial problem. Bell's *Power Transmission* is used.

Electric Railway (3) — This course is a discussion of the general principles and practical aspects of the distribution of power for electric railways, and the modern methods of meeting the questions of complicated city systems, long interurban roads, and high speed undertakings. Bell's *Distribution of Power for Electric Railways* is a basis for this work, though actual cases, and proposed systems are carefully studied. Ashe and Keiley is used for reference on equipment and modern methods of car breaking and control.

Central Stations (4) — Lectures on the design, construction and testing of electrical generating stations, covering the boiler-room, engine and generator room, pumps, condensers, heaters, paralleling, switchboards, and special apparatus.

Dynamo Laboratory (4) — Lectures once a week, laboratory six hours a week on the testing of single phase and polyphase dynamos, motors and transformers, for regulation, efficiency and general characteristics. Sheldon, Jackson, Nicols and other references are given.

Contracts and Specifications (1) — Lectures or recitations once a week on forms of specifications. Special references on contracts are given. Original specifications and formal contracts are required from each student.

Thesis (5) — This is a laboratory investigation carried on during the whole year by the student, the credit being given in the Spring term.

Note — Particular attention is called to the fact that graduates of First-Grade high schools will be able to complete the degree course in four years; the short course will in every case require two years. Students who finish either of the courses in Electrical Engineering are fully able to meet the requirements of the Ohio law relative to the examination and licensing of engineers.

CIVIL AND MINING ENGINEERING.

Faculty*

Alston Ellis, Ph. D., LL. D.,
President.

Lewis J. Addicott, B. S.,
Professor of Civil and Mining Engineering.

William Hoover, Ph. D., LL. D.,
Professor of Mathematics and Astronomy.

Albert A. Atkinson, M. S.,
Professor of Physics and Electrical Engineering.

William B. Bentley, Ph. D.,
Professor of Chemistry.

Edwin Tausch, Ph. D.,
Professor of Modern Languages.

The Department of Civil and Mining Engineering, of Ohio University, was created by action of the Board of Trustees in the summer of 1904. It was established, primarily, to provide adequate facilities for the training of young men to take active part in the development of the coal industry of Southeastern Ohio. However, it has a much broader scope. The course is so arranged as to provide thorough and practical training in Civil Engineering, and its relation to the Mining Industry.

Favorable Location — Ohio University is located in the central part of the great coal-producing section of the state. Athens County, since 1900, has produced more coal, annually, than any other county in Ohio. The close proximity to the mines makes this an ideal place to study the practical methods of mining. The topography of the surrounding country is such as to offer exceptional advantages for the study of engineering practices. Altogether, no other locality in the state affords such excellent opportunities for practical and profitable study of Civil and Mining Engineering.

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* The work in Science, Mathematics, Modern Languages, and English is done in the regular University classes.

LIMIT OF COURSE — The course covers a period of four years. In that time, such subjects are considered as will prove most beneficial to the student in the actual practice of his profession. Such attention is given to the theory of all subjects as will enable the student to solve new problems as they arise.

THESIS WORK — Every student graduating from this Department must prepare a thesis upon some scientific subject, to be approved by the head of the Department and handed in at least one week before Commencement Day. A student must begin work on his thesis at the beginning of the Winter term of his Senior year. He may, however, begin at the opening of the Fall term of his Senior year, if he so desires.

THE DEGREE GIVEN — The Degree of Bachelor of Science (B. S.) in Civil Engineering will be conferred on those completing the regular course; but no degree will be conferred in Mining Engineering. No attempt has been made to offer instruction in Mineralogy, Metallurgy, Assaying, etc., but the character of the work offered is of such a nature as to enable the graduate to take up the practical side of Mining, as carried on in the coal fields of our country.

REQUIREMENTS — The requirements for admission are the same as for the Scientific Course in the College of Liberal Arts, except Latin is not required. Extra work will be required in German, French, or Mathematics if Latin has not been taken.

REFERENCE WORKS — The leading periodicals and magazines relating to Civil and Mining Engineering are in the department library and are accessible to the students at all times.

SHORT COURSE — For those who are not able to stay four years, a shorter course has been arranged in which field and draughting-room practice constitute the principal part of the work. Enough theory is given to make the work intelligible.

Equipment — The Department has quarters in the building known as the East Wing. Here can be found a classroom, an office, a drafting-room, a laboratory and instrument room, and a cement-testing laboratory. The laboratory contains four No. 1 transits, a Gurley 8-inch mining transit, two Ulmer 11-inch transits, and a Buff and Berger 11-inch transit. Also there are an Ulmer 18-inch Y-level, an Ulmer 14-inch Dumpy level, and two Gurley 20-inch Y-levels; also a Gurley Plane table, a Gurley compass and numerous other instruments essential to field work, such as tapes, leveling rods, range poles, hand levels, etc. The drafting room has thirty-two large tables with cabinets for drawing boards, paper, instruments, etc. It also contains two large mapping-tables for platting all surveys, a large blue-print frame and a washing tray, for making blue prints. The cement testing laboratory is equipped with the most modern and improved apparatus. It contains a Fairbanks improved testing-machine, the Vicat, Gilmore's needles, moulds, sieves, etc. New instruments and apparatus will also be added as convenience and necessity require, and every effort made to keep the Department up to date in every particular.

CHEMISTRY

Professor Bentley.

Joshua R. Morton, *Instructor.*

The aim of the Chemical Department is two-fold. It offers to the general student the opportunity of becoming acquainted with the general principles of this science and gives him practice in some of the methods used in the chemical laboratory. To a smaller number of students the Department offers superior facilities for more advanced work both theoretical and practical, organic as well as inorganic. In the rooms recently equipped for advanced work every convenience is supplied. The Department is also accumulating a library of reference books which will meet the requirement of the students who make chemistry their special field for work.

Courses

1. General Descriptive Chemistry — This course consists of three lectures or recitations and four hours' laboratory work per week during the Fall and Winter terms. The lectures will be illustrated with experiments and with stereopticon views on applied chemistry. In the laboratory the student will study the preparation, properties, and reactions of the various elements and compounds considered. This course requires no special preparation, and it or an equivalent must precede all other courses in chemistry. It is required of Sophomores in the A. B. and Ph. B. courses and for Freshmen in the B. S. course.

Holleman's Inorganic Chemistry, Newth's Inorganic Chemistry, and Remsen's College Chemistry are recommended as reference books for students in this course.

2. Qualitative Analysis — A laboratory course of three hours per week for two terms is offered. The first term's work may be done at the same time with the second term of Course 1, or by doubling the working time the whole work may be done in one term. The student will become familiar with the tests applied for the identification of bases and acids in insoluble as well as in soluble substances.

3. Organic Chemistry — A short course in this subject will be offered for the Fall term and will consist of three recitations per week. The course will give a general knowledge of the subject. Laboratory work in organic preparations may be arranged for if desired.

4. Theoretical Chemistry — This course will consist of three recitations per week during the Winter term. It will supplement the theoretical work done in Course 1, and will give the student some acquaintance with the more recent developments in theoretical chemistry. Course 4 should be preceded by Courses 1, 2, and 3.

5. Electro-Chemistry — Three recitations per week are given in the Spring term. This course is a continuation of Course 4 and should be preceded by it. Le Blanc's Electro-Chemistry will be used as a text-book.

6. Quantitative Analysis — A laboratory course, the equivalent of three hours per week, for three terms, is presented. The course will give practice in all the more general

methods of quantitative analysis, both gravimetric and volumetric. It should be preceded by Course 2, but may be taken in conjunction with it.

7. Advanced Practical Chemistry — A laboratory course equivalent to three hours per week to be devoted to such work as the student may elect. This course follows Course 6.

8. Technical Chemistry — This course will consist of lectures, recitations, and reports by the students. It will be shaped to suit the wishes of the class and will secure a credit of three hours per week. This course will be open only to those who have taken Courses 1 to 6 inclusive or their equivalents.

9. Metallurgy — A general treatment of the subject occupying three hours per week throughout the year. Previous training in general and analytical chemistry is essential. Roberts-Austen's *Introduction to the Study of Metallurgy* will be used in this course.

MODERN LANGUAGES

Professor Tausch.

The entire course in German covers a period of four years. The first two years are required of all students in the Philosophical and Scientific courses. Two courses are offered as electives — a year of reading the classics with composition and a year of reading modern writers with conversations, offered alternately. The course in modern writers will be offered in 1906-1907.

Preparatory German

First and Second Terms — Becker's *Elementary German,* five hours aweek.

Third Term — The New Testament in German, five hours a week.

Collegiate German

First Term — Light novels, four hours a week.

Second Term — Lyrics and Ballads, four hours a week.

Third Term — Historical Prose, four hours a week.

Elective German

First Term — Light novels, four hours a week.

Second Term — A drama, two hours a week.

Third Term — Scientific prose, two hours a week.

Scientific German

A third year of Scientific German is required for degree courses in Engineering.

First Term — Four hours a week.

Second Term — Two hours a week.

Third Term — Four hours a week.

FRENCH

The course in French is required of all students in the Philosophical and Scientific courses.

First Term — Grammar and New Testament, four hours a week.

Second and Third Terms — Grammar and light reading, four hours a week.

Elective French.

First Term — Modern narrative prose, two hours a week.

Second Term — Selections from the French drama, two hours a week.

Third Term — Scientific French, two hours a week.

Elective Spanish

First Term — Grammar with reading and recasting the parables of the New Testament, three hours a week.

Second and Third Terms — Light prose, three hours a week.

Students who wish to pursue the study of German, French, or Spanish beyond the requirements for undergraduates, can generally be accommodated.

DRAWING AND PAINTING

MARIE LOUISE STAHL, *Instructor.*

The great importance of the study of drawing is coming to be recognized by our best educators. Dr. Denman Ross, of Harvard University, in a speech delivered at the dedication of the Rhode Island School of Design, said: "The arts first, pure learning and science afterward, then all together. That is the programme of the new education which is going to give us the wisdom of life with the power of art; the education which is going to teach us what to do and how to do it. Those who can go to college ought to acquire a very considerable training in the principal arts and knowledge of the best thought that has been put into them."

There is perhaps no other study that develops so many phases of man's nature as the study of art. It makes one think, observe, gives skill with the hand, creates a love for the beautiful in nature and in art, or, in other words, cultivates the æsthetic sense which has a direct moral influence and expresses itself in our daily life. "What we like determines what we are, and is a sign of what we are, and to teach taste is inevitably to form character." The work in this Department is carried on as much as possible after the manner of our best Art Schools. The studio is well equipped. Perspective is taught from interiors, etc., and varies the work from still life casts, and the living model. Any individuality in the student is encouraged and no fixed methods are insisted upon. In painting, instruction is given in oils, water colors, pastels, and porcelain decorations for which a kiln has been provided. Some knowledge of form, proportions, and mass of light and shade is necessary through the study of charcoal drawing before the student can begin to paint. Instruction in out-of-door work will be given to those desiring it, who are sufficiently advanced. A number of the best art periodicals, as well as other works on art, are kept in the studio to which the students have access.

ELOCUTION

Louise King Walls, *Instructor.*

The aim of this instruction is both educational and artistic; to cultivate a personal taste for literature and the ability to interpret and express it.

Great attention is paid to the individual needs of the student. Each student must commit and prepare for rendition selections advised by the instructor, on which he receives individual instruction. From time to time recitals are given to accustom the pupil to freedom in addressing public audiences. The course includes (a) Voice Culture, Proper Breathing, Tone Production, Modulation, Range, Flexibility, Voice Use, Development of Color, Accent, Emphasis, Inflection; (b) Physical Culture, Gesture Action, Study of Attitudes, Poise and Positions, Delsarte Training, and Pantomime; (c) Mental Culture, Analysis of Selections, Training for Will Power, Emotional Appreciation and Imagination.

Anyone wishing to take more advanced work can make special arrangements with the instructor.

For class work in the regular course there is no fee, but for private lessons the rate is as follows:

Per term (24 lessons)	$12 00
Single Lessons	75

COMMERCIAL COLLEGE

Faculty*

ALSTON ELLIS, PH. D., LL. D.,
President.

CHARLES M. COPELAND, B. PED.,
Principal and Instructor in Accounting and Commercial Law.

MABEL K. BROWN, PH. B.,
Instructor in Stenography.

MINNIE FOSTER DEAN,
Instructor in Typewriting.

GEORGE C. PARKS,
Instructor in Penmanship.

Ohio University began, in 1893, to offer courses in commercial studies. The increasing demand for this kind of work justified the establishment and equipment of a separate department in 1899, with a course of study consisting largely of commercial branches and some required work in English and History. This arrangement gave the regular students of the University an opportunity to elect this work as part of their college course, and it is gratifying to note that many have improved the opportunity. These and the special students who had a good preparatory training were greatly benefited and those who desired it have had no trouble in finding employment. But the greater part of the special students with meager preparation were poorly equipped for a successful business career even after they had made a good record in their commercial studies. The result of this experience has been the establishment of the Commercial College of the University with a course of study covering four years of required work, of which two years are preparatory and two collegiate, as outlined elsewhere in this catalogue.

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* The required works in English, Modern Languages, Economics, Mathematics, Science, and History will be taken in the regular University classes.

Students in the Commercial College have the same privileges in the University library, reading-room, literary societies, and gymnasium as regular students, and may enter any of the preparatory or collegiate classes without extra charge. Commodious rooms in Ewing Hall have been well equipped for this work. The commission, wholesale and retail offices and the bank, in the office department, are models in arrangement, fixtures, and supplies. Here students receive the training that comes from filling the principal as well as the subordinate positions of such offices. In the bank they pass from the work of collection clerk to that of bookkeeper, teller, and cashier; in the railroad office they are agent and clerk; in the commission office, receiving clerk, shipping clerk, bookkeeper, and manager; in the wholesale office, shipping clerk, bookkeeper, and manager. The typewriting room is well supplied with standard machines.

ADMISSION — Students wishing to take the Commercial Course will receive credit for whatever work they may have done elsewhere, provided they are able to present proper certificates from school authorities, or to pass a satisfactory examination upon entrance. Graduates of high schools having a four-year course will be admitted to the Two-Year Collegiate Commercial Course without condition.

DIPLOMAS AND COLLEGE CREDIT — Diplomas will be granted to those who complete the full Commercial Course. Students in other departments of the University may elect commercial studies and receive credit to apply on their regular courses. Students who have completed the Commercial Course will be granted a degree upon their completion of the additional work leading to that degree.

SPECIAL STUDENTS IN ACCOUNTING AND STENOGRAPHY — Persons wishing to take only Bookkeeping and Stenography will be admitted as special students. Certificates showing the nature of the work done and signed by the President of the University and Principal of the Department, will be issued to students who complete three terms of Accounting or Stenography and have credit for the English, History, and Civics required in the first preparatory year. A passing grade in Penmanship will be required of those who receive the certificate for Accounting.

FEES — All students pay a registration fee of $5.00 per term. Besides this, there is an extra fee of $5.00 per term, for Stenography. The fee for Typewriting alone is $2.00 per term. The fee for the diploma is $5.00, and for a certificate, $1.00.

POSITIONS — The University does not guarantee positions to graduates in any of the courses. However, only a small number of those who make a good record in work and conduct have trouble in finding desirable employment. The management of the Commercial College has always taken much interest in recommending students to places which they can fill, and no school in the country can show a larger percentage of its graduates at profitable employment. On account of the limited scholarship required in the average commercial school, its product is not in favor with progressive business men. A general culture as well as a knowledge of commercial branches is demanded of those who seek important positions. Such a course as the one outlined in this catalogue will meet the approval of those who are looking for competent help, and the young man or woman of good character who completes it will be in demand.

COMMERCIAL TEACHERS — High schools of all grades are organizing commercial courses. This creates a demand for competent teachers of commercial branches. The competition for these places is not strong, for many of those who are acquainted with the subjects to be taught are not eligible to high school positions on account of limited education or a lack of experience in teaching. Teachers who have had successful experience would do well to consider the commercial course of this College, with a view to high-school work. While pursuing this course they would have an excellent opportunity to study Methods in Teaching in the classes of the State Normal College of the University.

Description of Work

Those studies in the Commercial Course which are not described below are outlined under the head of the department to which they belong.

ACCOUNTING — Five hours per week for two terms. Beginning classes are formed each term. Ample practice is given in the system of accounts used in the various kinds of business from retailing to modern banking. It is the aim of this course to give the student a wide acquaintance with business methods and to secure proficiency in opening and closing books, journalizing, rendering statements, tracing errors, analyzing accounts, and drawing business papers. This course prepares teachers to teach Bookkeeping in high schools.

OFFICE PRACTICE AND BANKING — Five hours per week for one term and open to students who have taken Theory of Accounts. This work is on the inter-collegiate communication plan, and the transactions are with students of other colleges. The business correspondence growing out of purchases, sales, remittances, collections, making settlements, and adjusting accounts, carried on with a number of advanced students in other cities, each one anxious to maintain a good record for his school, must certainly develop a high grade of efficiency in all the student's work.

COMMERCIAL LAW — Three hours per week in the Winter and Spring terms. This work deals in a general way with the subjects of contracts, agency, partnership, corporations, sales and negotiable paper, and is intended to give students a practical acquaintance with the fundamental principles of each. Considerable time will be spent in studying actual cases and in drawing business papers.

CORPORATION ACCOUNTING — Three hours per week in the Fall term and open to students who have had the required work in Theory and Accounts. This is a course in the organization, management, financing, and accounting of corporations.

STENOGRAPHY — In the business and professional world of to-day there is a constantly increasing demand for good stenographers. It is the aim of this department to fit young people to meet this demand. The instruction is arranged with a view to thoroughness, and special attention is paid to the elementary principles of the subject, as it is believed that only in this way can good results be obtained. The course covers three terms, or ten months of five recitations per week, but students may complete it in less time if they have the ability to do so. Beginning classes are formed every term.

While the demand for stenographers is increasing every year, the standard of proficiency is steadily rising. In order to obtain and hold a good position the stenographer must be able not only to take notes rapidly and accurately, but to transcribe them intelligently. No person whose education in English is deficient is prepared to do this, no matter how great his skill as a stenographer. The courses in English in the University are open to all students in stenography without extra charge, and those who need instruction in English branches should avail themselves of the opportunities offered.

TYPEWRITING — The student's first efforts are directed to acquiring a command of the keyboard by the touch method. This is followed by dictation drills leading to high speed in writing. Throughout the entire course daily supervision is given each student's work. During the second and third terms a systematic study is made of Capitalization and Punctuation, for which a credit of two hours per week is given. Benedict's *English Punctuation* is the text now in use. All kinds of business and legal forms are studied, and as soon as possible the student is required to transcribe his shorthand notes. The typewriter room is amply supplied with new standard machines and tabulators, and is equipped with mimeograph, letter-press, and other means of manifolding. Before the course is finished the student is required to become proficient in the use of these appliances.

Beginning classes are formed each term.

PENMANSHIP — Students in the Commercial course who do not write a good hand are required to take regular instruction. The constant aim in all exercises is to develop plain writing with an easy, rapid movement. Ornamental work will be given to advanced students who desire it.

COMMERCIAL COURSE

Preparatory

First Year		Second Year	
First Term		**First Term**	
Elementary Rhetoric,	(5)	Elementary Physics,	(5)
Physical Geography,	(5)	English Literature,	(5)
U. S. History,	(5)	Ancient History,	(5)
Beginning Algebra,	(5)	Psychology,	(5)
Drawing,	(1)		
Second Term		**Second Term**	
American Literature,	(5)	Elementary Physics,	(5)
U. S. History,	(3)	English Literature,	(5)
Algebra,	(5)	Mediæval History,	(5)
Elementary Physiology,	(5)	Commercial Geography,	(5)
Drawing,	(1)		
Third Term		**Third Term**	
American Literature,	(5)	Advanced Rhetoric,	(5)
Civil Government,	(5)	Plane Geometry,	(5)
Algebra,	(5)	Modern History,	(5)
Botany,	(5)	Commercial Arithmetic,	(5)
Drawing,	(1)		

Collegiate

First Year		Second Year	
First Term		**First Term**	
Accounting,	(5)	Corporation Accounting,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. History,	(4)	Political Economy,	(2)
A Modern Language,	(5)	Stenography,	(5)
Penmanship,		Typewriting,	
Second Term		**Second Term**	
Advanced Accounting,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. History,	(4)	Political Economy,	(2)
A Modern Language,	(5)	Stenography,	(5)
Penmanship,		Typewriting,	(2)

COMMERCIAL COURSE—Concluded.

Third Term		Third Term	
Office Practice,	(5)	Commercial Law,	(3)
Freshman English,	(3)	A Modern Language,	(4)
Freshman U. S. History,	(4)	Money and Banking,	(3)
A Modern Language,	(4)	Stenography,	(5)
Penmanship,		Typewriting,	(2)

Substitutions in the above course may be made upon the consent of the Faculty.

COLLEGE OF MUSIC

ALSTON ELLIS, PH. D., LL. D.,
President.

PROFESSOR JAMES PRYOR MCVEY, DIRECTOR,
Voice, Piano, and Organ.

MARGARET EDITH JONES,
Piano and Harmony.

NELLIE H. VAN VORHES,
Piano and Virgil Clavier.

CLARA BANCROFT,
Voice.

MINNIE L. CUCKLER,
Piano and Pipe Organ.

JOHN N. HIZEY,
Violin.

This being a College of the University, its students are given the opportunity to acquire a liberal education, which is necessary for a complete rounding of a musical course. Too much stress cannot be laid upon this peculiar advantage — to the college student, that of the culture and refined taste which must come of the association with a school of music, its recitals, concerts, lectures, etc., — to the student of music that of the intimate connection with a great seat of learning, having its libraries, laboratories, and lectures, its learned men and its classic traditions.

COURSES OF STUDY

Elementary Work

Children should have instruction as early as possible, that they may cultivate the talent with which they are naturally endowed. This instruction should be the best, since without a good foundation no artistic excellence is possible. Even in the elementary department the pupils appear early in recitals, thus acquiring ease and precision.

Preparatory Work

Technique is carefully studied. Care is taken to correct previous habits acquired from poor teaching. Taste and style are cultivated and the student is taught to grasp intelligently the composition and ideal of the composer.

Normal and Artist Department

For those who expect to teach and those who expect to do concert or other professional work, the opportunities offered are excellent. Students of this College of Music have already gone into the different professional fields and have met with success born only of faithful study and excellent training. Special illustrated lectures on the art of teaching will be given and students from the different departments will be chosen to appear before the normal classes.

The sight-singing and choral classes will give helpful training to those who expect to take up choir work or to teach music in the public schools. The frequent students' recitals and concerts, the oratorio or opera given by the College, will afford ample opportunity for those who expect to become professional artists.

Course in Piano

Grade 1 — Theory of technique, simple exercises; little studies of Kohler, Gurlitt, Czerny, Loeschorn; elementary pieces by Clementi, Mozart, Gurlitt, and others.

Grade 2 — Czerny's School of Velocity, studies by Duvernoy, Heller, Loeschorn; sonatinas of Mozart, Clementi, Kuhlau; pieces of Reinecke, Gurlitt, Heller and Schumann.

Grade 3 — Loeschorn Studies, op. 67; Czerny School of Velocity; Bach's Inventions (two-voice); Trill Studies of Krause; Octave Studies by Jean Vogt or Kullak; Easier Studies of Cramer; Sonatas of Haydn, Mozart, Beethoven; pieces by Lack, Godard, Chaminade.

Grade 4 — Studies by Cramer; Octave Studies of Wolff; Daily Studies, Czerny; Bach Inventions (three-voice); Sonatas, Mozart, Dussek, Beethoven; Selections from Mendelssohn, Chopin, Schubert, Schumann, Raff, Scharwenka, Godard, Chaminade, Leschetizky, Tchaikowsky, and others.

Grade 5 — Clementi's Gradus ad Parnassum, Tausig's daily exercises, Mason's Touch and Technic, Bach's Well-tempered Clavichord, Chopin Studies, Henselt Studies, Sonatas of Beethoven; Liszt's Rhapsodies; Composition of Mendelssohn, Moscheles, Chopin, Rubinstein, Raff, and others.

Course in Vocal Culture

Individual voices differ so widely in their needs that this course can be indicated only in a general way.

Grade 1 — Lessons in breathing, voice placing, intervals, exercises for blending registers, tone-production (continued throughout the course as needed); Studies by Concone, Vaccai, and others; easy songs by American, English, and German composers.

Grade 2 — Intervals with portamento, scales, arpeggio, solfeggio; Studies of Concone, Marchesi, English, Ballads, Mendelssohn's Songs, Sacred Songs.

Grade 3 — Scales, arpeggio, turns and trills in more rapid tempo, vocalises of Concone, Marchesi, English, German, French, and Italian songs; more difficult church music.

Grade 4 — Major and minor scales, chromatic scales, Concone's Fifteen Vocalises, recitative and aria, German, French and Italian Opera, easier oratorio arias; more difficult songs of Schubert, Schumann, Grieg, Jensen, Liszt, Lassen, Brahms, and others.

Grade 5 — Bravura and Coloratura singing; difficult concert songs; complete opera and oratorio with traditional rendering; special study of Creation, Redemption, Elijah, Messiah, and the Passion music of Bach.

Students of voice expecting certificates must know enough of piano to play simple accompaniments.

Pipe Organ Course

Students of organ must have had at least one year's work in piano.

GRADE 1—Stainer's Organ Primer, Merkel's Organ School, Rink's Second Book; Hymn Playing, Transposition; Theory.

GRADE 2 — Dudley Buck's Studies in pedal Phrasing, Rink's Third Book; easier church anthems, accompaniments; Harmony.

GRADE 3 — Lemmon Organ School, Part 1, Rink's Fourth Book; pieces by Batiste, Wely, Widor, West, Guilmant, and others; Counterpoint.

GRADE 4 — Rink's Fourth Book, Mendelssohn's organ sonatas, Bach's Fugues; accompaniments and Masses, oratorios, etc.; Counterpoint, Canon, and Fugue.

Course in Violin

GRADE 1 — Hermann Method — Book 1, Kayser — thirty-six progressive studies Op. 20, (Nos. 1 to 18), Easy Pieces by Dancla, Papani, Bohm, Hermann, etc.

GRADE 2 — Hermann Method — Book 2, Schradieck — Finger Exercises, Kayser — thirty-six progressive studies Op. 20 (Nos. 19 to 36), Mazas Etudes Op. 36. Selected pieces for violin and piano.

GRADE 3 — Schradieck — Scales, Kreutzer — Etudes, Florillo — Etudes, Concertos by Rhode, De Beriot, Solos by Alard, Rode, etc.

GRADE 4 — Schradieck — Chord studies and double stops, Rode — twenty-four Caprices, Alard — twenty-four Caprices Op. 11, Concertos and solos by Rhode, Viotti, De Beriot, etc.

GRADE 5 Bach's Sonatas for violin solo, Schradieck — twenty-four studies Op. 1. Dont Gradus ad Parnassum Etudes et Caprices Op. 15, Solos by Wieniawski, Vieuxtemps, etc.

Harmony and Composition

The completion of this course is required of all who expect a certificate in piano, voice, or violin. Text-books will be at teacher's discretion.

Grade 1 — Intervals, definitions, scales, chords in all keys, formation of the chord of the Seventh, resolution of the dominant seventh in all keys, harmonizing given basses, writing from sound, diminished sevenths, resolutions, augmented chords.

Grade 2 — Modulation, suspensions, writing from sound continued, open harmony, passing notes.

Grade 3 — Harmonizing melodies, practical harmony, improvisation, single and double chants.

Grade 4 — Chorals, harmonizing a given soprano, alto, tenor, and bass. Harmony in more than four parts.

A choral club meets once a week for the study of oratorio and opera.

A class in sight-singing meets daily.

Student's recitals are given every two weeks, all the students in turn appearing, at the discretion of the teachers.

Examinations are held at the beginning of each term for admission to the college orchestra.

Languages

No vocalist is properly prepared for his work who is not able to sing in German and French as well as in English. In this particular the advantages of this school are superior to those of any similar school of music, the University course in these tongues being open to all. Instruction is given also in the pronunciation of Spanish, Hebrew (for synagogue singing), Latin (for Catholic church music), and Italian.

Band and Orchestra Instruments

Instruction can be had in cornet, clarionet, mandolin, guitar, etc., if desired.

Expenses, Including Registration Fee

Piano Lessons (two per week)	elementary grades....	$12 00
Piano " "	advanced grades	15 00
Voice " "	....	15 00
Violin " "	....	15 00
Organ " "	....	15 00
Rent of piano one hour a day......................		2 00

Vocal sight-reading, daily	1 00
Concerts	50

Students of the College of Music are entitled to pursue other regular college work without paying additional fees.

Every student is under the rules of the University and can profit by its advantages.

THE STATE NORMAL COLLEGE
OF
OHIO UNIVERSITY

FACULTY*

ALSTON ELLIS, PH. D., LL. D.,
President.

HENRY G. WILLIAMS, A. M.,
Dean of the Normal College, and Professor of School Administration.

FREDERICK TREUDLEY, A. B.,
Professor of Philosophy and Sociology.

OSCAR CHRISMAN, A. M., PH. D.,
Professor of Paidology and Psychology.

FRANK P. BACHMAN, A. B., PH. D.,
Professor of the History and Principles of Education.

EDSON M. MILLS, A. M., PH. M.,
Professor of Mathematics.

HIRAM ROY WILSON, A. M.,
Professor of English.

MARY ELLEN MOORE, A. B.,
Instructor in Latin.

EMMA S. WAITE,
Principal of Model School.

CORNELIA I. GASKELL,
Instructor in Drawing and Hand-Work.

LILLIE A. FARIS, AMY M. WEIHR, PH. M., B. PED.,
OLIVE A. WILSON, AND WINNIE L. WILLIAMS,
Critic Teachers.

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* The instructors named above teach principally in Normal-College classes. Members of the University Faculty have work, in the Normal College, of a nature indicated by the University Departments with which they are connected.

TRAINING FOR TEACHING AT OHIO UNIVERSITY

For twenty years, the Ohio University has made provision for the training of teachers in its Normal Department. This owes its existence to legislation, May 11, 1886, whereby the sum of $5,000 was appropriated for its establishment. The appropriation was accepted by the Board of Trustees and made effective through the efforts of its committee, the chairman of which was Dr. John Hancock, since deceased. This committee placed Dr. John P. Gordy at the head of the new department and its special work was entered upon in September of the same year. Two courses of study were offered, an *"Elementary"* and an *"Advanced,"* and the latter was made equal to and parallel with the other college courses then existing.

At the regular session of the 75th General Assembly of Ohio, H. B. No. 369 — Mr. Seese — became a law.

The State Normal College of Ohio University owes its existence to a provision of this Act. Section 2, of said Act, requires the University Board to organize "a normal school which shall be co-ordinate with existing courses of instruction, and shall be maintained in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

Section 3 creates a fund for the support of the "Normal School," amounting, in the case of the Normal College of Ohio University, to about $38,000 per annum.

The law explicitly states that the school shall be established for the training of *"all* students desiring to prepare themselves for the work of teaching." This is surely comprehensive enough to permit the carrying on of all grades and kinds of normal-school work. In fact the language used is mandatory and contemplates the founding of a school in which the graduates of the common school, the high school, and the college shall have opportunity for "theoretical and practical training" for the work of teaching. At present, in Ohio, there are twelve times as many teachers employed in elementary schools as in high schools. Important as is the work of the high-school teacher, that of the elementary or primary teacher is, admittedly, more so. The latter work is fundamental, and upon its character depend in large measure the breadth, depth, and ultimate value of much of the work of the secondary school. Then, too, it must be kept in mind that by far the greater number of those enjoying public-school advantages never, as pupils, see the inside of a high school. These considerations suggest that normal-school work should, first of all, be planned to meet the wants of those preparing for service in the elementary schools. The higher grades of academic and professional training will follow, in any rightly-ordered, well-rounded scheme of normal-school organization, as a matter of course.

THE FUNCTION OF THE NORMAL SCHOOL

In a general way it may be stated that the function of a normal school is to train persons for the work of teaching. If teaching is to become a profession in the true sense, those who expect to follow it must receive special training. By professional training we mean a special training beyond mere scholarship in language, art, mathematics, science, history, etc., including special preparation and training in those lines of thought and action which have to do particularly with the teaching process. This preparation should include a broad scholastic training as a foundation upon which should be built the superstructure of special knowledge. No amount of knowledge of pedagogy will take the place of a broad culture in literature, history, science, mathematics, and other generally recognized college subjects, but this knowledge of pedagogy and related professional subjects is very essential in the equipment of a man or woman trained for the schoolroom.

Persons who expect to enter the profession of law, ministry, medicine, or dentistry, are first required to obtain a somewhat broad scholastic training upon which is built a professional knowledge looking to the particular profession they desire to enter. It is this special training that furnishes the equipment that makes a man a physician rather than a lawyer. In three of the professions named the state not only protects those who wish to enter the profession, but also protects the people served by the members of that profession by making satutory requirements of those who seek admission to it. Surely the work of teaching should require as much special training as that of any of the other callings named. Before a man is permitted to extract your teeth he is required to produce evidence of professional fitness, and that evidence must have state recognition. It is not so with those who pretend to teach. Not even high-school graduation is required by the laws of this state. There is absolutely no restriction as to scholarship, age, or special fitness, except as found in the judgment of the county or city examiner. Why should the training of the common school or the high school bring a person nearer the threshold of one profession than that of another? If teaching is ever to become a profession the need of this special training must be recognized. Teaching is such a difficult, complex, and ever-changing process that more skill is required to teach a growing child as he should be taught, than to try a case before the bar of justice. To unfold the possibilities of a child's soul is a more delicate matter than the compounding of medicines or the use of the surgeon's knife. To unfold the senses, train the intellect, and direct the will of the child require more discipline of mind and a greater breadth of view than to preach a sermon.

Approximately 26,000 teachers are necessary to supply the public schools of Ohio, 24,000 of whom are required for the elementary schools — that is, the grades below the high school in the towns and cities and the ungraded schools of township and village districts. It has been somewhat carefully estimated that about 6,000 of these teachers are new in the work each year. This means that an equal number of teachers leave the work of teaching each year. Various causes may be given for this constant changing in the personnel of the great body of teachers. Who are these 6,000 young, inexperienced teachers admitted to the school rooms of Ohio each year, armed with the protection which a teacher's certificate affords? They are usually earnest, wide-awake young men and women (or boys and girls) who are anxious to do their best — to teach according to the best models they have had presented to them. Very few are college or normal-school graduates. Not many are graduates of high-schools. These new teachers are usually young people, who by their own efforts, unaided or misguided, have obtained enough technical knowledge to enable them to pass a teacher's examination, but who have formed no adequate conception of the duties and responsibilities of the teacher; young people who are entirely ignorant of the great body of fundamental knowledge underlying the science and art of teaching.

Although high schools are multiplying rapidly and are growing more and more efficient year by year, yet many of these young people have never had the opportunity of high-school training. Besides, a knowledge of high-school subjects is not required of the applicant who seeks admission to the examination for teacher's certificates. Therefore, high-school graduation can not wisely be made the standard of admission to our State Normal Schools so long as the laws governing the certification of teachers remain as they are at present. The state can not wisely close her doors against these young people who seek admission to the profession, nor against that large body of teachers already enrolled in the work who have educational qualifications but little higher than the graduate of the common schools. Better training must be provided for them. The law establishing these State Normal Schools says that they shall "provide theoretical and practical training for *all* students desiring to prepare themselves for the work of teaching." The needs of the class referred to as graduates of the common schools or as those having only equivalent education, are carefully met by the course of study beginning at the point of graduation from the common schools. In this connection we desire to call attention to the five-year course in Elementary Education, found elsewhere in this catalogue. Attention is also called to the fact that persons holding a teacher's certificate may complete this course in four years or less. Teachers of much experience may enter the two-year course and be conditioned on preparatory work.

Much has been said and written concerning the relative strength of normal-trained and college-trained teachers. It must be admitted that a person who has learned how to do a thing can do it better than one who has not learned how. The scientific purpose of the normal school is to teach persons how to teach, but such knowledge must presuppose a knowledge of what to teach. The teacher who is to be capable of the best service should have both scholastic and professional training. It must not be forgotten that normal training is not necessarily all professional, so called. The school that can combine these two essentials in the teacher's preparation should certainly be sought. In the Normal College of Ohio University this happy combination is found. Each of the courses offers a collegiate training in academic and culture studies in addition to the training along distinctively professional lines. All studies in the several courses in the College of Liberal Arts are open to students of the Normal College. To be admitted to any of the regular courses in the Normal College a student must have made a preparation equal to that required for admission to any other regular college course. No one need fear that the instruction in the State Normal College will be in any sense inferior to the best instruction given in the University, as Normal College students are taught in the same classes by the same professors, and have access to all the privileges of the University.

But there are now engaged in the schools in Ohio thousands of worthy teachers who could not measure up to the ideal standard of college admission. They will give the schools more years of service than many of those who spend years in preparation. If, therefore, the purpose of the normal schools in Ohio is to provide better teaching for the children in the public schools of the State and thus give back to the people something in return for their support of the normal schools, should not the normal schools open their door to these teachers? Such teachers are encouraged to attend the State Normal College of Ohio University where they will be carefully guided in the selection of such studies as will make them more efficient. Our duty in this matter is plain.

The attention of prospective students is invited to the several courses of study, in the State Normal College, found elsewhere in this catalogue. These courses have been prepared with much care and represent the results of a careful study of the courses in operation in all the leading normal schools in this country, together with the ripest wisdom and best judgment of those who have given many years to a study of the training of teachers. The experiences of other states have been of service in mapping out such courses of study as will best fit the local conditions, as regards the needs of the great mass of the teachers, existing in Ohio.

Courses of Study — The five-year course in Elementary Education is designed for those who have less education than that obtainable in a high school of the first grade, under statutory classification. Students are admitted to that year or class in this course for which their previous attainments qualify them. Persons who hold any grade of teacher's certificate will be excused from the work in the common branches in the first year of this course.

The two-year course in Elementary Education is designed for those who have graduated from high schools of the first grade or who possess equivalent scholarship. Both courses in Elementary Education lead to a diploma from the Normal College.

The four-year courses in Secondary Education are the equals in scholastic requirements of any other courses in the University.

THE MODEL SCHOOL

One of the most essential and fruitful courses offered by the best State Normal Schools in this country is the course of training in observation and teaching in a well-organized and properly conducted Model School. Such a school should enroll as its pupils all classes and grades offered by the community. Actual conditions must be met by the students who are studying the problems of school administration. They must see and study real and average pupils rather than ideal and select pupils. Their experiences in school management, school discipline, course of study, grading and classification of pupils, and dealings with patrons and school authorities must be such as they may reasonably expect to meet in the discharge of actual school duties.

The Normal College of Ohio University conducts a Model School on just such a plan as above outlined. The Board of Education of Athens set apart a certain portion of the village of Athens as "the University District," and all the children of school age residing in this portion of Athens, and who would otherwise attend the corresponding grades in the public schools, attend the Model School, consisting at present of all primary grades. The work will be extended to other grades as rapidly as conditions will permit. The Model School is in every sense a free public school. Each department, or grade, is taught by a skilled, well-trained teacher. The entire school is under the charge of a Training Teacher who has enjoyed superior advantages and whose training fits her most eminently for this responsible work.

Students of the Normal College are given exceptional opportunities for training in the actual work of teaching. This training in the Model School consists of courses in Observation, in Methods, and in Teaching. The minimum amount of teaching required is one hundred and fifteen hours, except in the case of a teacher of much experience who is able to demonstrate her ability to teach according to right methods in less time than that.

DEPARTMENT OF SCHOOL ADMINISTRATION

Professor Williams.

The general aim of this department in the Normal College is to give the student a broad and comprehensive view of the various factors in school administration, to give him a detailed and critical view of the problems of school organization, school management, school discipline, school hygiene, school architecture, the course of study, the classification and grading of pupils, and to lead him to understand school law as it relates to school administration. The courses may be briefly outlined as follows:

1. School Administration and School Law

This is a three-hour course for one term and includes a study (1) of School Organization under the heads of parties to the school organization, a study of existing systems, the function of the public school, the teacher as a factor in organization, etc.; (2) School Law, including a critical study and analysis of the Ohio School Laws and topical study of the school laws of other states with a view to an analysis of the relation of school law to the effectiveness of school systems; (3) School Hygiene, including school architecture, school environment, ventilation, lighting, seating, fatigue, contagious disease, defective hearing, and defective vision; (4) School

Management and School Discipline, with their various problems. The Ohio School Laws will be made the basis of the work in School Law.

2. The Elementary Course of Study

In this course of three hours for one term the great problem is to know how to shape the school to conform to the child's mental nature, how to adjust the work of the school so as to give the child at all times the amount and kind of work needed at various stages of his development, and how to determine what is of most worth in a course of study. The aim is to point out great underlying principles determining educational values, to discover the fundamental principles determining the content and order of a course of study, to discover the constant but ever varying relation existing between what the child studies and what he is, to indicate to the teacher the positive and fixed necessity of constant articulation in the subject matter in a course of study. It is also the aim to familiarize the teacher with laws external to the course of study itself, determining what the course shall be, such as the demands of society and the laws of the child's mental development, each indicating certain lines of necessary deflection from the direction which a knowledge of the nature of the subject matter alone would indicate to the teacher. The course also includes a study of the order of subjects, concentration and correlation of subject matter, the daily program of work, the recitation, and a detailed study of the principles involved in the construction of a course of study for a school of a system of schools. In this last study the student is taken over the details of the Elementary Course of Study, and courses in Arithmetic, Language, History, Geography, and Science are written under the direction of the instructor.

The text used as a basis in this work is Dr. Charles McMurry's *"Course of Study for Elementary Schools."*

3. Secondary Course of Study

This course will inquire into the principles governing the selection of subjects for the Secondary Course, the order of presentation of these subjects, the purposes of secondary school training, the relation of the secondary school to the elementary school on the one hand and the college and the technical and professional schools on the other. The particular methods of instruction demanded by the secondary school and how these methods must differ from the methods employed in lower and in higher schools, will receive careful study from the pedagogical view-point.

4. Supervision and Criticism.

This is a three-hour elective, except in the Course for Superintendents and Principals, and is given during the Spring term and repeated in the Summer term. The purpose is to cover all the leading problems of administration and supervision. For those who are preparing for the work of supervision certainly no course in the Normal College could be more valuable. At least once a week Round Table discussions of the leading problems of supervision will be conducted by members of the Normal College faculty who have had broad experience in practical supervision.

DEPARTMENT OF THE HISTORY AND PRINCIPLES OF EDUCATION.

Professor Bachman.

The work of the Department is four-fold: to trace in connection with western civilization the development of educational theory and practice, to study existing schools and school systems, to formulate upon the basis of past experience, present thought, individual and national needs those general principles which should control the work of the public school, and to apply these results to methods of teaching the subjects of the common school.

History of Education

The work in the History of Education is differentiated so as to meet the needs of teachers in the different grades of public-school work. It consists of the History of Elementary Education, History of Secondary Education, and a course combining both the History of Elementary and Secondary Education. The method of study of any given period consists, first, of a general review of the determining factors in the civilization of the period; second, of a consideration of the educational theorists; third, of a study of the educational practice of the period as seen in the aim of education, school system, grade of instruction, curriculum methods, teachers, discipline and school organization; fourth, of a discussion of the permanent phases in the educational work of the period.

1. THE HISTORY OF ELEMENTARY EDUCATION is designed for elementary teachers and is required in the "Course in Elementary Education." It consists of one term's work in the Spring term of the fifth year. The chief emphasis of the course will be placed upon the "History of Modern Education." This will be studied with special reference to the development of the elementary educational theory and the development of elementary schools in Germany, France, England, and the United States.

2. THE HISTORY OF SECONDARY EDUCATION is especially adapted to the needs of secondary teachers, and is required in the "Course in Secondary Education." It includes work in the Fall and Winter terms of the Senior year. This course is open to Juniors as an elective. A rapid survey will be taken of Grecian, Roman, and Mediæval Education. The "Modern History of Education" will be studied with special reference to the development of the theory of secondary education, and the development of secondary schools in Germany, France, England, and the United States.

3. THE HISTORY OF ELEMENTARY AND SECONDARY EDUCATION is designed for the needs of principals and superintendents. It is required in the "Course in Supervision," and comprises three terms' work in the Senior year. The time of the course will be about equally divided between Ancient and Mediæval, Modern European and the History of Education in the United States, and the development of both elementary and secondary educational theory and practice will be traced.

School Systems

One term is devoted to the study of Foreign and Domestic School Systems and is required in the Senior year of the "Course in Supervision." It is offered as an elective to Seniors. Of foreign countries, the systems of Germany, France, and England will be considered. A study will be made of the central and local organization, of the different grades of schools, the relationship of these schools, their respective aims, organization, curriculum, methods, discipline, and teachers. A similar plan will be followed in studying the School Systems of the United States. The instruction will be centered, however, upon the work of the general government and upon the systems of Massachusetts, California, and Ohio. Much attention will be given to Ohio, and comparison will be made between the system of Ohio and that of other states and foreign countries.

Principles of Education

1. ELEMENTARY PEDAGOGY — This course aims to meet the needs of those wishing to prepare for the County Examination for the first time. A simple presentation will be made of those portions of the subject which will be of the greatest usefulness to those desiring such a course. This course forms no part of the systematic work in education; it is designed alone for those whose time is exceedingly limited. Students who expect to remain in school are earnestly advised not to take it.

2. INTRODUCTION TO THE PRINCIPLES OF EDUCATION — This work covers two terms and is required of all students in the "Course in Elementary Education." The object of the course is to serve as an introduction to the general principles underlying the work of the elementary school. It serves as a basis of all the more advanced work in Methods, School Management, etc., and should be taken before these. An introductory study will be made of practically the same problems as are considered in the Principles of Education. See 3 below.

3. THE PRINCIPLES OF EDUCATION — Two terms are given to this work, and it is required of all Normal College students except those in the "Course in Elementary Education." The work may be taken by the students of the University as Junior elective. It consists of a consideration of the following topics: (1) The Determination of the Aim of Education; (a) The Individualistic Character of Society; (b) The Social Character of the Individual; (c) The Individual as a Voluntary, Intellectual Organism; (d) The Meaning and Aim of Education; (2) The Determination of the Curriculum; (a)

The Demands of Society; (b) The Demands of the Community; (c) The Demands of the Child; (3) The Determination of Instruction; (a) Adaptation; (b) Induction; (c) Deduction; (d) The Method of the Recitation; (4) The Determination of School Organization; (a) The Aim of Education; (b) Instruction; (c) The Child.

4. Comparative Study and Theory of Secondary Education — This course comprises a term's work in the Spring term of the Junior year, and is required of students in the "Course in Secondary Education"; it is also offered as a Junior elective. The course purposes to make a comparative study of typical American secondary schools, of the English public schools, of the Prussian Gymnasium, and of the French Lycie, and to apply the Principles of Education to the work of the secondary school. The following problems will be considered: The Relation of High School to the Elementary School, The Relation of the High School to the College and to Practical Life, The Aim of High School, Curriculum, Electives, Methods of Instruction, Teachers and Organization.

Methods

The work in Methods includes the application of the principles of education to the teaching of the various subjects of the curriculum. It involves: (1) a consideration of the nature and character of the materials of a given subject and of the larger conceptions and principles that dominate its organization and constitute its essential worth as a school subject, (2) the determination of the aim of instruction in the given subject, (3) the selection and arrangement of the materials, and (4) the development of methods of presentation in the different grades and under normal conditions.

Methods in secondary school subjects are given by the heads of the different college departments, while primary methods are given by Miss Emma S. Waite, Principal of the Training School. Methods as far as given by this Department are confined to the subjects of the elementary school and to the work above and including the Fourth grade. Courses are given in the following subjects: Reading and Literature, Geography, Mathematics, History, and Elementary School Science. This work is distributed over three terms and is required of all students in the "Course in Elementary Education."

PAIDOLOGY AND PSYCHOLOGY

PROFESSOR CHRISMAN.

The purpose of the work in Paidology, the science of the child, is to give a knowledge of child nature. It is intended to give students what has been learned about children, to fix in them the habit of observation and study of children, and to help them to an understanding of child life under the various conditions in which it is found.

The purpose of the work in Psychology is to give a knowledge of mind action in its various conditions. It is purposed to acquaint students with such facts of mind as have been gained through various sources, to help them to a better understanding of their own mental activities, and to give them power to apply this knowledge.

In both Paidology and Psychology laboratory facilities are afforded whereby much of the work is carried on experimentally, so that not only is there opportunity given for learning the subject-matter but also for applying the work so as to give further power that will greatly aid in mental growth. In the courses in which laboratory work is done, there is a fee of fifty cents per term.

The details of the work of this Department are given herewith. All the courses give full college credit and, where not required, can be elected by students in any of the colleges of the University.

WORK BY TERMS

Fall Term

ELEMENTARY PSYCHOLOGY — Freshman, five hours, required in the Courses in Elementary Education.

PAIDOLOGY (CHILDHOOD) — Sophomore, four hours, required in the Courses in Elementary Education.

EXPERIMENTAL PSYCHOLOGY — Junior, three hours, required in the courses leading to the degrees of A. B., B. S., and B. Ph.

Paidology (Abnormal Child) — Junior, three hours, required in the courses leading to the degree of B. Ped.

Physiological Psychology — Senior, three hours, elective.

Paidology (Prenatality) — Senior, three hours, elective.

Winter Term

Introductory Psychology — Sophomore, four hours, required in the courses leading to the degree of B. Ped.

Paidology (Boygirlhood, Youth) — Sophomore, four hours, required in the Courses in Elementary Education.

Experimental Psychology — Junior, three hours, required in the courses leading to the degrees of A. B., B. S., and B. Ph.

Paidology (Uncivilized Child) — Junior, three hours, required in the courses leading to the degree of B. Ped.

Pathological Psychology — Senior, three hours, elective.

Paidology (Infancy) — Senior, three hours, elective.

Spring Term

Educational Psychology — Sophomore, three hours, required in the Courses in Elementary Education and in the courses leading to the degree of B. Ped.

Paidology (Historical Child) — Junior, three hours, required in the courses leading to the degree of B. Ped.

Paidometry — Senior, three hours, required in the courses leading to the degree of B. Ped.

Experimental Psychology — Senior, three hours, elective.

Genetic Psychology — Senior, three hours, elective.

COURSES

1. Elementary Psychology — Freshman required, Fall term, five hours. The aim of this course is to give an outline of the subject in order to acquaint the student with phenomena and laws of mental life and to train him in simple experimentation. Text-book: Titchener's *Primer of Psychology,* with references to other texts.

2. PAIDOLOGY — Sophomore required, Fall and Winter terms, four hours. During the Fall term the period of childhood is taken up. The general characteristics of this period, growth, disease, the senses, mental and physical development, etc., are studied. In the Winter term this work is continued in a study of boygirlhood and youth, in which attention is directed to the remarkable growth and the changes that take place and to the conditions, characteristics, etc., of these periods of life. During these two terms observations and studies of children are carried on in the field and in the laboratory. Among the magazines referred to in this course are the *Pedagogical Seminary, Studies in Education,* and the *Paidologist;* among the books are Oppenheim's *Development of the Child,* Thorndike's *Notes on Child Study,* Chamberlain's *The Child,* Kirkpatrick's *Fundamentals of Child Study,* and Hall's *Adolescence.*

3. INTRODUCTORY PSYCHOLOGY — Sophomore required, Winter term, four hours. This is to introduce the subject of Psychology, to give an understanding of mental processes and their connection with the physical nature, and to discuss some of the phenomena of the different phases of mental activity. In connection with this will be laboratory work in the study of children. The texts used will be Angell's *Psychology* and James's *Psychology* (Briefer Course) with references to others.

4. EDUCATIONAL PSYCHOLOGY — Sophomore required, Spring term, three hours. This course is designed to take up the problems in education from the psychological standpoint and work at them through references in texts on educational and general phychology and by studies in the laboratory. Among the books consulted will be Thorndike's *Educational Psychology,* Judd's *Genetic Psychology for Teachers,* and James's *Talks to Teachers.*

5. PAIDOLOGY — Junior required, throughout the year, three hours. This year is given over to the consideration of different types of child life. In the fall term the work is upon the Abnormal Child, embracing defective children, delinquent children, dependent children, wildings, and exceptional children. In the Winter term the Uncivilized Child is considered, the child being studied as found among uncivilized and semi-civilized peoples. The Historical Child is

the subject for the Spring term, under which is taken up the study of the child as found among the nations of ancient times, in mediæval Europe, and earlier United States. Some of the works used will be Wade's *Deaf-Blind,* Folks's *Care of Destitute, Neglected, and Delinquent Children,* Morrison's *Juvenile Offenders,* Riis's *Children of the Poor,* Ireland's *Mental Affections of Children,* The Smithsonian Reports, Bancroft's *Native Races of the Pacific States,* Guhl and Koner's *Life of the Greeks and Romans,* Gray's *Children's Crusades,* and Earle's *Child Life in Colonial Days.*

6. EXPERIMENTAL PSYCHOLOGY — Junior, throughout the year, three hours, Fall and Winter terms required, Spring term elective. In the Fall term a study will be made of the subject-matter of experimental phychology together with demonstration of apparatus and methods of investigation, so as to familiarize students with this work. In the Winter and Spring terms the students will perform a series of experiments selected to furnish them practice in the use of apparatus, to acquaint them with the methods of experimental psychology, and to give them power to formulate results of experimentation. The texts used will be Titchener's *Outline of Psychology,* Külpe's *Outlines of Psychology,* Titchener's *Experimental Psychology,* and Sanford's *Experimental Psychology,* with references to other works on psychology.

7. PAIDOLOGY — Senior elective, Fall and Winter terms, three hours. In this will be taken up the beginnings of human life, continued through infancy. The work of the Fall term is Prenatality, which includes the time before birth. This period will be studied to ascertain what are the conditions of life at this time, what effects are produced here, the necessary care to be given, the problems of heredity and environment, and other matters connected with this period of life, which are of such vital importance to the whole future life of the child. In the Winter term, Infancy is considered. The beginnings of language, volition, motor ability, etc., are studied and also the care and attention needed by the infant as a basis for future growth. In this course will be consulted such books as those of Hertwig and Minot and Schäfer on embryology, Rotch and Keating and Griffith on health and disease, and Preyer and Shinn and Oppenheim on growth and development.

8. Physiological Psychology — Senior, elective, Fall term, three hours. In this course will be considered the problem and survey of physiological psychology, the nervous mechanism underlying mental processes, the relation of the nervous system to the mental life, and the nature of mind as shown from these studies. The works specially consulted in this course will be Wundt's *Principles of Physiological Psychology* and Ladd's *Elements of Physiological Psychology.*

9. Pathological Psychology — Senior, elective, Winter term, three hours. A study of mental disorders, as insanity and degeneracy, and of abnormal mental phenomena, as hallucinations, hypnoses, and speech defects. Books referred to are Defendorf's *Psychiatry,* Mercier's *Insanity,* Maudsley's *Pathology of Mind,* and Bramwell's *Hypnotism.*

10. Genetic Psychology — Senior elective, Spring term, three hours. Under this course will be studied and compared the psychological development as shown by the child, the race, and the animal. Works on anthropology, animal psychology, and child psychology, such as Tylor, Spencer, Wundt, Baldwin, Chamberlain, Morgan, Preyer, Tracy, and King, will furnish the material for this course.

11. Paidometry — Senior required, Spring term, three hours. In this course it is purposed to study the growth and physical development of children, supplementing this study by laboratory work based on Hasting's *Manual for Physical Measurements of Boys and Girls.*

DEPARTMENT OF MATHEMATICS

Professor Mills.

Arithmetic

The course in Arithmetic comprises two terms' work. Accuracy and rapidity in performing the operations in the solution of problems is the first aim in the study of this subject. These accomplishments are brought about through the use of carefully prepared exercises and drills in the four fundamentals and in fractions. The text-book used in the first term's work is Milne's *"Practical Arithmetic,"* and the work in this book is completed to the subject of Partial Payments. Ray's *"Higher Arithmetic"* is the text-book for the second term's work. The subjects especially emphasized in this term's work are the following applications of Percentage: Profit and Loss, Interest, True and Bank Discount, Stocks and Bonds, Commission, Exchange, and Equation of Payments. Other subjects which receive special attention are Arithmetical Analysis, Involution and Evolution, and the very important subject of Mensuration. The one important result, a proper understanding of the reason for every step necessary to the solution of a problem, is kept constantly in mind throughout all the work in Arithmetic. Forms of solution and methods of teaching receive special attention.

Algebra

FIRST TERM'S WORK — Fisher and Schwatt's *Rudiments of Algebra.*

SECOND TERM'S WORK — Fisher and Schwatt's *Higher Algebra* to Involution. The one part of this term's work especially emphasized is the chapter on Factoring and its applications.

THIRD TERM'S WORK — Fisher and Schwatt's *Higher Algebra* is completed to Harmonical Progression. As in Arithmetic, forms of solution and methods of teaching are prominent features of the work.

Plane Geometry

This subject is regular in the Spring term. Phillips and Fisher's *Elements of Geometry* is the text-book used. In this work students are encouraged to form the habit of original investigation. Terseness and technical accuracy of statement are constant requirements, and much emphasis is given to the application of the principles of Geometry to Arithmetic.

Descriptive Astronomy

One term's work is devoted to this subject. A text-book is used, but the topical method of recitation is followed and students are encouraged to seek information from the standard works of Astronomy in the library. Students are made familiar with the Zodiacal and Circum-polar Constellations, the principal stars, and planets. The University is supplied with a good telescope and all the apparatus necessary to efficient work in this study.

Note

For the courses in Solid Geometry, Advanced Algebra, Trigonometry and Surveying, and electives in Mathematics, see description of courses in the College of Liberal Arts. The courses in Arithmetic and Beginning Algebra are offered each term.

PUBLIC SCHOOL DRAWING

Cornelia I. Gaskell, *Instructor.*

Drawing is no longer looked upon as superfluous, and in public-school work it is coming more and more to have a permanent place. It trains the powers of observation, develops the creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all school work, and, rightly directed, should lead also to a love and appreciation of the beautiful.

The work and exercises given will be with this in view: that the student may not only learn how to draw himself, but how the subject should be taught to children. The subject will be considered in the three divisions of Construction, Representation, and Decoration. Pencil will be the medium most used because pencils are most easily obtained for public school work. Some work in water color will be given.

Students having had no art training will be required to take the four terms of work planned in the course. Those who have had thorough high-school training will be expected to take but a year of advanced work.

ENGLISH

Professor Wilson.

This Department aims to familiarize the student with representative masterpieces of English Literature and with its history, and to discuss the methods of teaching the subject. Written and oral expression on the part of the student is emphasized in all the work. The student is required to use the Library in the preparation of no small part of his work that he may come in touch with books and develop the reading spirit.

The courses in Grammar take up the art and science phases of the subject, treat of the technical difficulties of constructions, and emphasize the all-important question of methods of teaching Grammar.

The following courses are given in the Normal College:

Course in Elementary Education for Graduates of Common Schools

First Year.

Fall term, Grammar, 5; Winter term, American Literature, 5; Spring term, American literature, 5.

Second Year.

Fall term, Rhetoric and Composition, 5; Winter term, Orthography and Phonics, 5.

Third Year.

Fall term, British Literature, 5; Winter term, British Literature, 5; Spring term, Advanced Grammar, 3; Advanced Rhetoric, 5.

Fourth Year.

Fall term, English Poetry, 3; Winter term, American Poetry, 3; Spring term, Literature for the Grades, 3.

Course in Elementary Education for Graduates of High Schools

First Year.

Fall term, English Poetry, 3; Winter term, American Poetry, 3; Spring term, Literature for the Grades, 3; Advanced Grammar, 3.

Course in Secondary Education for Graduates of High Schools

Freshman Year.

Fall term, English Poetry, 3.

Sophomore Year.

Winter term, American Poetry, 3.

Senior Year.

Fall term, Literary Criticism, 2.

Course in Supervision for Principals and Superintendents

In this Course, the requirements in this Department are the same as those given in the Course in Secondary Education for Graduates of High Schools.

SUMMER TERM

June 25 to August 3, 1906.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course, are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

Normal College — The State Normal College of Ohio University owes its existence to the provisions of the "Seese Law," passed by the General Assembly of Ohio in March, 1902. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal

College, and work done in the Summer School will entitle the student to credit on a regular college course.

Faculty — The Faculty is a very strong one, composed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see booklet in which the several courses offered, are fully set forth.

Courses of Study — Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.

Attendance Statistics — The attendance of students at the Summer School, of Ohio Unievrsity, for the last eight years, is herewith shown:

YEAR.	MEN.	WOMEN.	TOTAL.
1898	27	25	52
1899	38	23	61
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650

Additional Information — Those interested in the work of the Summer School of Ohio University can secure a copy of a handsome *Booklet* giving names of instructors, courses of study, hours of credit, and other particulars desirable to know by addressing, ALSTON ELLIS

President Ohio University Athens, Ohio.

STATE PREPARATORY SCHOOL

ELI DUNKLE, *Principal.*

This School is designed to prepare students for the regular courses of the University and the State Normal College. Students are also received who wish to pursue elementary studies, even though they may have no intention of entering one of the higher courses.

Candidates for admission to this department must furnish satisfactory evidence of good character, and must pass examination in Geography, Arithmetic, English Grammar, Elementary U. S. History, and all studies of the courses lower than those which they wish to pursue. Persons who have certificates from county examiners in Ohio will be admitted without examination in the subjects named above. Students who expect to graduate from the Normal College, must give evidence that they are thoroughly familiar with the common-school branches.

There are three preparatory courses, Classical, Philosophical, and Scientific, each requiring three years for completion, and each leading to a corresponding course in the collegiate department. For the benefit of those who wish a more thorough preparation for their work, classes in Arithmetic, Elementary Algebra, and English Grammar will be organized at the beginning of each term.

COURSES OF STUDY IN DETAIL

Latin

FIRST TERM — Collar and Daniell's *First Year Latin.*

SECOND AND THIRD TERMS — Rolfe and Dennison's *Junior Latin Book.* Especial stress is laid on inflections and composition.

SECOND YEAR — Cicero's Orations. The orations usually read are the four against Catiline, Pro Archia, Pro Marcello, and Pro Ligario. A careful study of forms and syntax is an important part of this year's work.

Third Year — Vergil's Aeneid, Books I-VI. Grammar reviews, scansions, and mythology. Collar's *Latin Prose Composition.*

Greek

First and Second Terms — White's *Beginner's Greek Book* with particular reference to inflections and sentence writing.

Third Term — Xenophon's Anabasis, Grammatical reviews and translation into Greek of easy prose.

Fourth Term — Anabasis continued through the fourth book. Jones's *Greek Prose Composition.*

Fifth and Sixth Terms — The Orations of Lysias. Jones's *Greek Prose Composition.*

English

First Term — Lockwood and Emerson's *Composition and Rhetoric.*

Second Term — American Literature — Selections from Irving, Bryant, Whittier, and Poe.

Third Term — American Literature continued — Selections from Lowell, Longfellow, Emerson, Hawthorne, and Holmes.

Fourth Term — English Literature — Selections from Shakespeare, Milton, Burke, Addison, and Dryden.

Fifth Term — English Literature continued — Selections from Johnson, Wordsworth, Macaulay, George Eliot, and Coleridge.

Sixth Term — Hill's *Principles of Rhetoric* completed.

German

First Term — Becker's *Elements of German,* with reading and recasting the parables of the New Testament.

Second and Third Terms — Grammar, and German readers for beginners.

French

Students taking the Scientific course may substitute a year of French for Vergil's Aeneid and Collar's *Latin Prose Composition.*

Mathematics

First Term — Fisher and Schwatt's *Rudiments of Algebra,* entire text-book.

Second Term — Fisher and Schwatt's *Higher Algebra.*

Third Term — Fisher and Schwatt's *Higher Algebra.*

Fourth Term — Phillips and Fisher's *Plane Geometry,* abridged edition.

Physics

Two terms, five hours per week. Recitations three times a week. Laboratory work four to six hours per week, three hours in the laboratory being equivalent to one recitation.

Mann & Twiss's *Physics* will be used as a guide for the class work. Full notes are taken in the laboratory, which are criticized, corrected, and copied into a permanent book. The object is to teach laboratory methods of work and give opportunity to the student to acquire more or less skill in handling apparatus, while the recitation periods are devoted to the acquisition of the elementary principles of the subject.

Physical Geography

This subject is required in all courses. Tarr's *Physical Geography* is the book used.

Physiology

The text-book is Brinckley's *Physiology by the Laboratory Method.* The aim is to give a good general knowledge of Anatomy and Hygiene and of the functions of the different organs of the body. A large amount of laboratory work is done.

Botany

Two terms, five hours per week.

Field and laboratory work are a leading feature in this course. Each student will prepare a herbarium of not less than forty plants. Bergen's *Foundations of Botany* is the text-book.

U. S. History

Two terms, the first of three hours per week, and the second of five hours per week. Text-book, McLaughlin's *History of the American Nation.*

Civics

The fundamental principles of the subject are carefully explained, while at the same time the practical operation of the different local and state systems are compared. Especial attention is given to the government of Ohio. The growth of our national system is thoroughly investigated.

General History

This subject is pursued three terms in the Second Preparatory Year.

FIRST TERM — Ancient History.

SECOND TERM — Medieval History.

THIRD TERM — Modern History.

The aim is to give the student a general acquaintance with the leading persons, and the institutions, political and religious, with the literary and artistic movement; in general, with the progress of civilization in its broader aspects. The method employed will be the text-book, references to more comprehensive works, essay writing, map-drawing, and lectures by the teacher.

Drawing

Required in all three courses. Two hours in the studio are considered equivalent to one recitation.

CONSPECTUS OF PREPARATORY COURSES

FIRST YEAR — First Term.

Classical.		*Philosophical.*		*Scientific.*	
Beginning Latin	5	Beginning Latin	5	Beginning Latin	5
Rhetoric	5	Rhetoric	5	Rhetoric	5
Physical Geography	5	Physical Geography	5	Physical Geography	5
Drawing	1	Drawing	1	Drawing	1
U. S. History	3	U. S. History	3	U. S. History	3

Second Term.

Latin-Rolfe and Dennison	5	Latin-Rolfe and Dennison	5	Latin-Rolfe and Dennison	5
American Literature	5	American Literature	5	American Literature	5
Drawing	2	Drawing	2	Drawing	2
Elocution	3	Elocution	3	Elocution	3
U. S. History	5	U. S. History	5	U. S. History	5

Third Term.

Latin-Rolfe and Dennison	5	Latin-Rolfe and Dennison	5	Latin-Rolfe and Dennison	5
American Literature	5	American Literature	5	American Literature	5
Elocution	3	Elocution	3	Elocution	3
Drawing	2	Drawing	2	Drawing	2
Civil Government	5	Civil Government	5	Civil Government	5

Conspectus of Preparatory Courses — Continued.

SECOND YEAR — First Term.

Classical.		*Philosophical.*		*Scientific.*	
Cicero's Orations	5	Cicero's Orations	5	Cicero's Orations	5
Beginning Greek	5	Ancient History	5	Ancient History	5
Ancient History	5	Physiology	5	Physiology	5
Algebra	5	Algebra	5	Algebra	5

Second Term.

Cicero's Orations	5	Cicero's Orations	5	Cicero's Orations	5
Greek — Second Term	5	Medieval History	5	Medieval History	5
Medieval History	5	Botany	5	Botany	5
Algebra	5	Algebra	5	Algebra	5

Third Term.

Cicero's Orations	5	Cicero's Orations	5	Cicero's Orations	5
Anabasis	5	Modern History	5	Modern History	5
Modern History	5	Botany	5	Botany	5
Algebra	5	Algebra	5	Algebra	5

Conspectus of Preparatory Courses — Concluded.

THIRD YEAR — First Term.

Classical.		*Philosophical.*		*Scientific.*	
Vergil	5	Vergil	5	Vergil or French	5
Latin Prose Composition		Latin Prose Composition		Latin Prose Composition	
Anabasis	5	German	5	German	5
Greek Prose Composition		Elementary Physics	5	Elementary Physics	5
Elementary Physics	5	British Literature	5	British Literature	5
British Literature	5				

Second Term.

Vergil	5	Vergil	5	Vergil or French	5
Latin Prose Composition		Latin Prose Composition		Latin Prose Composition	
Lysias's Orations	5	German	5	German	5
Greek Prose Composition		Elementary Physics	5	Elementary Physics	5
Elementary Physics	5	British Literature	5	British Literature	5
British Literature	5				

Third Term.

Vergil	5	Vergil	5	Vergil or French	5
Latin Prose Composition		Latin Prose Composition		Latin Prose Composition	
Lysias's Orations	5	German	5	German	5
Greek Prose Composition		Advanced Rhetoric	5	Advanced Rhetoric	5
Advanced Rhetoric	5	Plane Geometry	5	Plane Geometry	5
Plane Geometry	5				

The figure after the name of a study indicates the number of recitations per week in that subject.

COURSES OF STUDY

COLLEGIATE DEPARTMENT

In the following scheme, the figures indicate the number of exercises per week. It is believed that the four courses given below are equal in educational value, and all require 2,500 hours of class-room work for their completion. The required work in each of the first three courses is about 1,500 hours. Each student is expected to select the remaining 1,000 from the electives offered in the various departments of the University. The course in Electrical Engineering offers no elective work.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF ARTS

Freshman Year

FALL TERM — Greek 4; Latin 4; Solid Geometry 4; Political Economy 2; Tennyson 3.

WINTER TERM — Greek 4; Latin 4; Algebra 4; Political Economy 2; Invertebrate Zoology 2.

SPRING TERM — Greek 4; Latin 4; Plane Trigonometry 4; Invertebrate Zoology 4.

Sophomore Year

FALL TERM — Greek or Latin 4; Chemistry 4; European History 3; College Rhetoric 3.

WINTER TERM — Greek or Latin 4; Anatomy 4; Chemistry 4.

SPRING TERM — Greek or Latin 4; Physiology 4; European History 3.

Junior Year

Fall Term — English Literature 4; Psychology 3.
Winter Term — Psychology 3.
Spring Term — English Literature 4.

Senior Year

Fall Term — Advanced Botany or Geology 4; Logic 4.
Winter Term — Astronomy 4; Thesis 5.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF PHILOSOPHY

Freshman Year

Fall Term — Latin 4; German 4; Solid Geometry 4; Political Economy 2; Tennyson 3.

Winter Term — Latin 4; German 4; Algebra 4; Political Economy 2; Invertebrate Zoology 2.

Spring Term — Latin 4; German 4; Plane Trigonometry 4; Invertebrate Zoology 4.

Sophomore Year

Fall Term — French 4; Chemistry 4; European History 3; College Rhetoric 3.

Winter Term — French 4; Chemistry 4; Anatomy 4.

Spring Term — French 4; Physiology 4; European History 3.

Junior Year

Fall Term — English Literature 4; Psychology 3; Ethics 3.

Winter Term — Psychology 3; Sociology 3.

Spring Term — English Literature 4.

Senior Year

Fall Term — Logic 4; Advanced Botany or Geology 4; Introduction to Philosophy 3.

Winter Term — Astronomy 4; Philosophy 3; Thesis 5.

Spring Term — Philosophy 3.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE

Freshman Year

FALL TERM — Chemistry 4; German 4; Solid Geometry 4; Political Economy 2; Tennyson 3.

WINTER TERM — German 4; Algebra 4; Political Economy 2; Chemistry 4; Invertebrate Zoology 2.

SPRING TERM — German 4; Plane Trigonometry 4; Invertebrate Zoology 4.

Sophomore Year

FALL TERM — French 4; Trigonometry 4; European History 3; College Rhetoric 3.

WINTER TERM — French 4; Analytical Geometry 4; Anatomy 4.

SPRING TERM — French 4; Physiology 4; European History 3.

Junior Year

FALL TERM — Physics or Mechanics 4; English Literature 4; Psychology 3.

WINTER TERM — Physics 4; Psychology 3.

SPRING TERM — Physics 4.

Senior Year

FALL TERM — Advanced Botany or Geology 4; Logic 4.

WINTER TERM — Astronomy 4; Thesis 5.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Freshman Year

FALL TERM — Solid Geometry 4; Chemistry 4; German 4; College Rhetoric 3; Drawing and Descriptive Geometry 3.

WINTER TERM — Algebra 4; Chemistry 4; German 4; Argumentation 3; Drawing and Descriptive Geometry 3.

SPRING TERM — Plane Trigonometry 4; Analytical Chemistry 3; German 4; Leveling and Surveying 5; Drawing 2.

Sophomore Year

Fall Term — Spherical Trigonometry 4; Scientific German 4; Direct Current Machinery 4; Electrical Catechism 2; Mechanical Drawing 2; Shop Work; Station Practice, University and City Stations 2.

Winter Term — Analytical Geometry 4; Scientific German 2; Accounting, Theory and Practice 5; Electrical and Magnetic Calculations 4; Electrical Catechism 2; Mechanical Drawing 1; Shop Work, Station Practice 1.

Spring Term — Differential Calculus 4; Scientific German 4; Accounting 5; Electrical Designing, Wiring and Armature Winding 2; Mechanical Drawing 2; Shop Work; Station Practice 1.

Junior Year

Fall Term — Integral Calculus 4; Advanced Physics 3; Physical Laboratory, six hours 2; Dynamo Laboratory, Direct Current Machinery 4; Political Economy 2; Corporation Accounting 3; Shop Work; Station Practice 1.

Winter Term — Applied Calculus 4; Advanced Physics 3; Physical Laboratory 2; Commercial Law 3; Political Economy 2; Telephony 3; Shop Work; Station Practice 1.

Spring Term — Advanced Physics 3; Physical Laboratory 2; Electrical Distribution 4; Electrical Measurements 4; Steam Engineering 4; Shop Work, Station Practice 1.

Senior Year

Fall Term — Advanced Steam Engineering 6; Alternating Current Machinery and Appliances 4; English Literature 4; Electrical Measurements, Cables, Lamps and Magnets 2.

Winter Term — Electrical Transmission of Power 4; Alternating and Polyphase Currents 4; Dynamo Laboratory, Alternators and Transformers 3; Physical Chemistry 3; Central Stations 4.

Spring Term — Electric Railway 4; Dynamo Laboratory, Alternating and Polyphase Machinery 4; Contracts and Specifications 1; Electro-Chemistry 3; Thesis 5.

The entrance requirements for this course are the preparatory studies of the Scientific Course, with the option of Latin or French.

SHORT COURSE IN ELECTRICAL ENGINEERING.

Requirements — English: One term of Rhetoric, two terms of Literature. Mathematics: Three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Department of the University.

First Year

Fall Term — Physics, Class Work and Laboratory 5; Solid Geometry 4; Direct Current Machinery and Appliances 4; Electrical Catechism 2; Drawing and Descriptive Geometry 2; Free Hand Drawing 2; Shop Work; Station Practice, University and City Stations 1.

Winter Term — Physics, Class Work and Laboratory 5; Algebra 4; Electrical and Magnetic Calculations 4; Electrical Catechism 2; Mechanical Drawing 2; Free Hand Drawing 2; Shop Work; Station Practice 1.

Spring Term — Plane Trigonometry 4; Electrical Designing, Wiring and Armature Winding 2; Electrical Distribution 4; Steam Engineering 4; Mechanical Drawing 2; Free Hand Drawing 2; Shop Work; Station Practice 1.

Second Year

Fall Term — Alternating Current Machinery 4; Power Plants 3; Chemistry or Spherical Trigonometry 4; Dynamo Laboratory, Direct Current Machinery 4; Mechanical Drawing 2; Shop Work; Station Practice 1.

Winter Term — Central Stations 4; Electrical Transmission of Power 4; Telephony 3; Chemistry or Analytical Geometry 4; Mechanical Drawing 1; Shop Work; Station Practice 1.

Spring Term — Electrical Measurements 4; Electric Railway 4; Analytical Chemistry or Differential Calculus 4; An Investigation and Report 2; Contracts and Specifications 1; Mechanical Drawing 2; Shop Work; Station Practice 1.

CIVIL AND MINING ENGINEERING.

Explanatory Statement

It is the object of this Department to give the student a thorough and practical training in the theory of the various branches of Civil and Mining Engineering; and to give field, laboratory, and draughting-room practice of such nature as will prepare the graduates for actual work.

The work in Drawing and Descriptive Geometry continues through the Fall and Winter terms of the Freshman year, and embraces a course in Mechanical Drawing, recitation work, and problems relating to right lines, planes, curved lines, tangents, and normals; to cylindrical, conical, and warped surfaces, and to shades and shadows.

The Surveying and Leveling, given during the Spring term of the Freshman year and the Fall term of the Sophomore year, comprises the following: Chain, Compass, and Transit Surveying, the use of the Plane Table, and Leveling.

The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of all the level lines run. Conventional colors and methods are used in all work.

The Mining Surveying of the Sophomore year includes the surveying of the exterior and interior of a mine, locating shafts, pit mouths, etc.

The work in Perspective and Stereotomy as given in the Sophomore year includes, in addition to the work in the text-book, a series of drawings illustrating the principles of Perspective Drawing, and detail drawings of cut stone for buttresses, wing-walls, arches, etc.

In the Spring term of the Sophomore year, the work in Topographic Surveying is taken up, and embraces the following: The accurate measurement of a base line, and triangulating a given section. The topography is taken by means of the stadia and hand level. From the survey a map is made, contour lines are drawn, and conventional signs used to represent the different structures and objects that appear upon the map.

The work in Highway Engineering of the Junior year includes the construction and maintenance of public roads and city pavements. The various paving materials are studied.

The work in Railroad Engineering is taken up in the Fall term of the Junior year. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. A preliminary estimate of materials and cost is made.

Under Details of Construction, the following are among the subjects considered: Roof trusses — the different types, and the proper place to use them; roof coverings, cost, etc.; design of truss members, joints, etc.; the various methods of timbering a mine and supporting the roof; the tipple; the location of bridges, the various kinds of bridges, method of erection, etc.

The work in Graphic Statics includes the determination of stresses in roof trusses and bridges by means of graphic solution. The same stresses are obtained by the analytic method, and comparison made.

In the Fall term of the Senior year the subject of Tunneling and Tunnel Timbering is studied and discussed, and in the Winter term Mine Lighting and Ventilation is considered.

The subject of bridges is taken up during the Fall and Winter terms of the Senior year. Highway bridges are first considered, and the stresses determined in the Warren, Pratt, and Howe types. The different live loads specified for railway bridges is taken up, and stresses are determined in bridges of various types.

In Sanitary Engineering, the water supply, drainage, sewerage, etc., are considered.

REQUIRED SUBJECTS FOR THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Freshman Year

Fall Term — Solid Geometry 4; Chemistry 4; German 4; Rhetoric 3; Drawing and Descriptive Geometry 3.

Winter Term — Algebra 4; Chemistry 4; German 4; Argumentation 3; Drawing and Descriptive Geometry 3.

Spring Term — Plane Trigonometry 4; German 4; Analytic Chemistry 3; Leveling and Surveying 5; Drawing 2.

Sophomore Year

Fall Term — Spherical Trigonometry 4; Scientific German 4; Mining Surveying 2; Chemistry 2; Surveying 2; Perspective 2; Drawing 2.

Winter Term — Analytic Geometry 4; Scientific German 2; Stereotomy 3; Chemistry 4; Drawing 3; Elementary Mechanics 2.

Spring Term — Differential Calculus 4; Chemistry 3; Scientific German 4; Topographic Surveying 4; Drawing 3.

Junior Year

Fall Term — Integral Calculus 4; Advanced Physics 4; Electricity 4; Highway Engineering 2; Railroad Engineering 3; Drawing 1.

Winter Term — Applied Calculus 4; Advanced Physics 4; Electricity 4; Details of Construction 3; Drawing 3.

Spring Term — Applied Mechanics 4; Electricity 4; Roof Trusses and Mine Timbering 4; Details of Construction Drawing 2; Excursion 1.

Senior Year

Fall Term — Geology 4; Roofs and Bridges 4; Tunneling 2; Graphic Statics 4; Engineering Construction 2; Excursion 1.

Winter Term — Astronomy 4; Hydraulics 4; Mine Lighting and Ventilation 2; Bridges 4; Thesis Work 4.

Spring Term — Civil Engineering — Contracts, Specifications, Laws, etc. 4; Sanitary Engineering 2; Thesis Work 12.

SHORT COURSE IN CIVIL AND MINING ENGINEERING

Requirements — English — one term of Rhetoric, two terms of English Literature; Mathematics — three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Course.

First Year

Fall Term — Solid Geometry 4; Physics 5; Drawing and Descriptive Geometry 6; Surveying and Leveling 3.

Winter Term — Physics 5; Algebra 4; English 3; Drawing and Descriptive Geometry 6.

Spring Term — Plane Trigonometry 4; Leveling 3; Topographic Surveying 6; Drawing 4.

Second Year

Fall Term — Electricity 4; Highway Engineering 2; Railroad Engineering 6; Mining Surveying 6.

Winter Term — Electricity 4; Tunneling and Mine Timbering 3; Details of Construction 4; Mine Lighting and Ventilation 2; Drawing 4.

Spring Term — Electricity 2; Engineering Construction 3; Hydraulics 4; Sanitary Engineering 2; Roofs and Bridges 4; Excursion 1.

COURSES OF STUDY

OF THE

STATE NORMAL COLLEGE

OF

OHIO UNIVERSITY

COURSES LEADING TO A DIPLOMA

The "Course in Elementary Education" for graduates of common schools is designed to meet the needs of the following classes: (1) Those who have passed the Patterson Examination and are graduates of the Common Schools; (2) those who can satisfy the Faculty of qualifications equivalent to Patterson graduation, although they do not hold a diploma from the County Examiners; (3) teachers and prospective teachers who hold county or city certificates, such students being excused from all the work of the first year of the course except American Literature, Rhetoric, School Drawing, School Music, and Physical Geography, these subjects to be taken during the second and third years in addition to the studies scheduled unless the student presents evidence to warrant his being excused by the Faculty; (4) graduates of high schools of Second and Third Grades, who would be excused from such studies as they have satisfactorily completed, and who in most instances would be able to begin the course in the third and second years respectively. The first three years of this course are of Preparatory Grade. The work of the fourth and fifth years is of college grade.

Students wishing to take a foreign language will be permitted to substitute such for studies in this course under the regulations governing substitutions.

In this connection, it should be stated that courses in the Common Branches, Beginning Latin, Algebra, Rhetoric, and a few other preparatory studies are given *each term,* although such a schedule is not shown by the tabulated courses below. This is done to accommodate students who do not enter at the beginning of the year. The Common Branches are presented from the pedagogical point of view, and constitute an important part of the professional training of those preparing to teach, as the work is directly associated with the Department of Methods and the practice work in the Model School.

Graduates of high schools of the First Grade, from a Classical, Scientific, or English course, will be admitted with first-year rank to the two-year course for high-school graduates, or to the fourth year of the course for common-school graduates.

Grades and certificates from reputable institutions will be accepted and placed to the credit of the candidate for admission to the State Normal College.

A total minimum of 115 hours of teaching in the Training School of the State Normal College is required, but teachers of much experience and marked ability may not be held to the full time.

Those who completed either of the courses in "Elementary Education" will be granted a Diploma. All the hours of college work completed in these courses will be credited on the course in "Secondary Education" or course in "Supervision" which courses lead to the degree of Bachelor of Pedagogy.

The plain figures denote the number of hours of work and credit to be given to the subject.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of Common Schools)

First Year

FALL TERM — Grammar, 5; Physical Geography, 5; U. S. History, 3; Arithmetic, 5; School Drawing, 2.

WINTER TERM — American Literature, 5; Political and Commercial Geography, 4; U. S. History, 5; Reading, 3; School Drawing, 2.

Spring Term — American Literature, 5; Civics, 5; Penmanship, 5; Reading, 3; School Drawing, 2.

Second Year

Fall Term — Ancient History, 5; Algebra, 5; Physiology, 5; Rhetoric and Composition, 5; Drawing, 2.

Winter Term — Mediæval History, 5; Algebra, 5; Botany, 5; Orthography and Phonics, 5.

Spring Term — Modern History, 5; Algebra, 5; Botany, 5; Elementary Pedagogy, 5.

Third Year.

Fall Term — British Literature, 5; Advanced Arithmetic, 5; Physics, 5; U. S. History, 4.

Winter Term — British Literature, 5; Physics, 5; U. S. History, 4; Advanced Geography, 4.

Spring Term — Advanced Grammar, 3; Plane Geometry, 5; Advanced Rhetoric, 5; Nature Study, 4; U. S. History, 4.

Fourth Year

Fall Term — Chemistry, 4; Solid Geometry, 4; Psycholoby, 5; Political Economy, 2; English Poetry, 3.

Winter Term — Chemistry, 4; Introduction to Principles of Education, 3; American Poetry, 3; Handwork, 4; Political Economy, 2; School Music, 2.

Spring Term — Literature for the Grades, 3; European History, 3; Introduction to Principles of Education, 3; Primary Methods, 5, or Grammar Grade Methods, 5; Accounting, 5.

Fifth Year

Fall Term — Botany, 4; Paidology, 4; Ethics, 3; Elementary Course of Study, 3; Grammar Grade Methods, 4; Teaching.

Winter Term — Sociology, 3; Paidology, 4; Zoology, 2; Grammar Grade Methods, 4; Teaching.

Spring Term — Zoology, 4; Psychology, 3; School Management and School Laws, 3; History of Elementary Education, 4; Teaching.

COURSE IN ELEMENTARY EDUCATION

(For Graduates of High Schools)

First Year

FALL TERM — English Poetry, 3; U. S. History, 4; Physiology, 5; Psychology, 5; School Music, 2; School Drawing, 1.

WINTER TERM — American Poetry, 3; U. S. History, 4; Advanced Geography, 4; Advanced Arithmetic, 5; Introduction to Principles of Education, 3; School Drawing, 1.

SPRING TERM — Literature in the Grades, 3; Advanced Grammar, 3; Nature Study, 4; Introduction to Principles of Education, 3; Grammar Grade Methods, 5, or Primary Methods, 5; School Drawing, 1.

Second Year

FALL TERM — Solid Geometry, 4; Ethics, 3; Paidology, 4; Elementary Course of Study, 3; Grammar Grade Methods, 4; Teaching.

WINTER TERM — Sociology, 3; Zoology, 2; Paidology, 4; Grammar Grade Methods, 4; Handwork, 4; Teaching.

SPRING TERM — Zoology, 4; Psychology, 3; History Elementary Education, 4; School Management and School Law, 3; Teaching.

COURSES LEADING TO THE DEGREE OF BACHELOR OF PEDAGOGY

The courses in "Secondary Education" and in "Supervision" require 2,500 hours of class-room work for their completion. The required work is designated below and the student is expected to select the remaining hours from the electives offered in the various departments of the University. Students, by making judicious choice of electives — preferably after consultation with the college instructors most concerned — can easily emphasize scholarship in certain departments of study. For instance, the courses leading to a degree require two years of study given to a foreign language. The study of such language for an additional year, or for an additional two years, may be elected by students in other terms of the course pursued. In this manner, for further example, students may complete a required course and receive therein much more than the required amount of either Latin, Greek, German, French, or Spanish and thus graduate with such proficiency in the language studied as to be well prepared to fill the position of special teacher of that particular language. The same course can be pursued with reference to other subjects of study scheduled in any department or college of the University.

The fulfillment of regular college requirements for entrance to a course leading to a bachelor's degree will admit to the "Course in Secondary Education," but entrance to the "Course in Supervision" requires in addition at least two years of experience in teaching. Those who complete either of these courses will be granted a diploma with the degree of Bachelor of Pedagogy.

A total minimum of 115 hours of teaching is required, but principals and superintendents of experience who in less time are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time.

Credit will be given on these Courses of Study for equivalent work completed in other reputable institutions.

COURSE IN SECONDARY EDUCATION*

(For Graduates of High School)

REQUIRED SUBJECTS.

Freshman Year

FALL TERM — A Foreign Language, 4; Solid Geometry, 4; English Poetry, 3; U. S. History, 4; School Drawing, 1.

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*At the beginning of the Sophomore Year each student in the course in Secondary Education must elect to take a special line of work — a Foreign Language, English, Mathematics, History, or Science — and before graduating from the course he shall have completed not less than 342 hours' credit in the special line elected, including any number of hours that may have been given to the subject in the Freshman Year. The student shall report such election of the special study to the Dean of the Normal College for his approval.

Winter Term — A Foreign Language, 4; Algebra, 4; Invertebrate Zoology, 2; U. S. History, 4; School Drawing, 1.

Spring Term — A Foreign Language, 4; Plane Trigonometry, 4; School Drawing, 1.

Sophomore Year

Fall Term — Ethics, 3.

Winter Term — Psychology, 4; Sociology, 3; American Poetry, 3.

Spring Term — Psychology, 3.

Junior Year

Fall Term — Philosophy, 3; Paidology, 3; Principles of Education, 3.

Winter Term — Paidology, 3; Principles of Education, 3.

Spring Term — Paidology, 3; Comparative Study and Theory of Secondary Education, 3; Methods, 3.

Senior Year

Fall Term — School Administration and School Law, 2; Methods, 3; Teaching; Literary Criticism, 2.

Winter Term — Secondary Course of Study, 2; History of Secondary Education, 4; Thesis, 5; Teaching.

Spring Term — Paidometry, 3; History of Secondary Education, 4; Teaching.

COURSE IN SUPERVISION

(For Principals and Superintendents)

REQUIRED SUBJECTS.

Freshman Year

Fall Term — A Foreign Language, 4; Solid Geometry, 4; English Poetry, 3; Political Economy, 2; School Drawing, 1.

Winter Term — A Foreign Language, 4; Algebra, 4; Political Economy, 2; Invertebrate Zoology, 2; School Drawing, 1.

Spring Term — A Foreign Language, 4; Plane Trigonometry, 4; Invertebrate Zoology, 4; Nature Study, 4; School Drawing, 1.

Sopohomore Year

Fall Term — A Foreign Language, 4; Ethics, 3.

Winter Term — A Foreign Language, 4; Psychology, 4; Sociology, 3; American Poetry, 3.

Spring Term — A Foreign Language, 4; School Administration and School Law, 3; Psychology, 3.

Junior Year

Fall Term — Philosophy, 3; Paidology, 3; Principles of Education, 3.

Winter Term — Paidology, 3; Principles of Education, 3; Methods, 3.

Spring Term — Paidology, 3; Methods, 3.

Senior Year

Fall Term — Elementary Course of Study, 3; Foreign and Domestic School Systems, 4; History of Education, 4; Literary Criticism, 2; Teaching.

Winter Term — Secondary Course of Study, 2; History of Education, 4; Thesis, 5; Teaching.

Spring Term — Supervision and Criticism, 3; Paidometry, 3; History of Education, 4; Teaching.

ONE YEAR COURSE

(For College Graduates)

Those who complete this Course of Study will be granted a diploma with the degree of Bachelor of Pedagogy.

Students shall elect the grade of practice teaching desired, under the direction of the Dean of the Normal College. One hundred and fifteen hours of teaching are required, but those who are able to demonstrate their ability to teach in accordance with scientific principles will not be held to the full time, but such of this time as is not devoted to teaching must be filled with some of the other work given below.

Residence work will be required.

Students will select not less than 17 hours a week from the following:

Fall Term — Elementary Course of Study, 3; History of Ancient and Mediæval Education, 4; Paidology, 3; Principles of Education, 3; Methods, 3; Problems in the Principles of Education, 3; Foreign and Domestic School Systems, 4; Paidological Laboratory, 1; Thesis, 1; Teaching.

Winter Term — Secondary Course of Study, 2; History of Modern Education, 4; Paidology, 3; Principles of Education, 3; Methods, 3; Sources in the History of Education, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

Spring Term — Supervision and Criticism, 3; History of Education in the United States, 3; Paidology, 3; School Administration and School Law, 3; Methods, 3; Paidometry, 3; Comparative Study and Theory of Secondary Education, 3; Paidological Laboratory, 1; Thesis, 1; Teaching.

General Note: — Persons who do not desire to pursue any of the regular courses above outlined, may select such studies as they deem best suited to their needs, provided they are qualified by reason of previous preparation to pursue them. Those who have but one year to give to preparation for teaching are urged to take the studies scheduled in the first year of the "Two-Year Course."

For further information, address,

Alston Ellis,
President Ohio University, Athens, Ohio.

ALUMNI ASSOCIATION

Officers

President, E. D. SAYRE, '88.
Vice-President, S. L. MCCUNE '96.
Secretary C. M. COPELAND '96.
Treasurer, W. B. LAWRENCE '92.

Executive Committee

W. B. LAWRENCE, '92.	L. M. JEWETT, '61.
L. G. WORSTELL, '88.	I. M. FOSTER, '95.

Constitution

ARTICLE I. This Association shall be called the "Alumni Association of the Ohio University."

ART. II. The officers of the Association shall be a President, Vice-President, Secretary, Treasurer, and an Executive Committee, consisting of four members, to be chosen annually.

ART. III. The annual meetings of this Association shall be held in connection with the Commencement exercises of the University.

ART. IV. The object of this Association shall be to cultivate fraternal relations among the Alumni of the University and to promote the interests of our Alma Mater by the holding of social reunions, by literary exercises, or by such other means as the Association may, from time to time, deem best.

ART. V. Any member of the Faculty, and graduate of the University, also any one who has spent three years in the college classes of the University, and has been honorably dismissed, may, by the payment of one dollar and the signing of the Constitution, become a member of this Association.

ART. VI. This Constitution may be altered or amended at any annual meeting, by a vote of two-thirds of those present at such meeting.

ART. VII. *Amendment.* The members of this Association shall each pay into its treasury an annual fee of one dollar, and the sum so paid shall be expended in defraying the expenses of the annual reunion.

OHIO UNIVERSITY

DEGREES CONFERRED JUNE 15, 1905

Ph. B.

Caldwell, Josephine	Coolville, Ohio.
Connett, Harry Lewis	Athens, Ohio.
Higgins, Cyrus Dow	Athens, Ohio.
Jones, Albert Johnson	Athens, Ohio.

B. S.

Morton, Joshua Romine	Dexter, Ohio.
Reinherr, Helen Adella	Woodsfield, Ohio.

B. Ped.

Hoover, Thomas Nathanael	Piketon, Ohio.
Tooill, George Washington	Columbus, Ohio.

B. S. in Electrical Engineering

Cornwell, Clifford Emerson	Athens, Ohio.
Wright, James Otis Jr	Athens, Ohio.

M. Ped.

St. Clair, Anna May	Portsmouth, Ohio.

A. M.

Clifford, Grove D.	Amesville, Ohio.
Place, Benoni Austin	Qualey, Ohio.
Sprau, George	Hamilton, Ohio.
Thomas, William Alexander	Athens, Ohio.

Diploma for the Four-Year Commercial Course

Carr, Arthur Davis	Athens, Ohio.
Higgins, Cyrus Dow	Athens, Ohio.

Diploma, Pianoforte and Harmony

Chappelear, Mary Loretta Burdsall	Trimble, Ohio.
Hunter, Marie Douglas	Athens, Ohio.
Moore, Sylvia	Athens, Ohio.
Parker, Clarence Emmette	Athens, Ohio.

Diploma, Course in Elementary Education

Christman, George Washington	Athens, Ohio.
McLaughlin, Mary	Caldwell, Ohio.
Mills, Lena Irene	Caldwell, Ohio.
Nesbitt, Margaret Anne	Bellaire, Ohio.
Rine, Berenice Clifton	Bridgeport, Ohio.
Witters, Bertha E.	Lake, Ohio.

Diploma, Short Course in Electrical Engineering

Boldman, Curtis Frowd	Ironton, Ohio.
Greenlees, David Raymond	Fleming, Ohio.
Groves, Frank Leslie	Nelsonville, Ohio.
Miller, Henry Eldon	Thurston, Ohio.
Sexauer, Fred Karl	Chillicothe, Ohio.
Shurtz, Owen Kieffer	Ada, Ohio.
Stine, Morris Denver	Hue, Ohio.
Sudlow, Clyde Milford	Union Furnace, O.
Tucker, Allen M.	Evans, W. Va.

HONORARY DEGREES.

A. M.

Flowers, Montaville	Cincinnati, Ohio.
Junkerman, Gustavus Selmar	Cincinnati, Ohio.
Lee, Mary Brown	New Plymouth, O.
McLean, William Thomas	Cincinnati, Ohio.
Seese, Charles F.	Hudson, Ohio.

D. D.

Coffman, Leroy M.	Sidney, Ohio.
Coler, George Perry	Ann Arbor, Mich.
Parks, David W.	Liberty, Ind.

LL. D.

Boyce, George W.	Cincinnati, Ohio.
Douglas, Albert	Chillicothe, Ohio.
Guilbert, Walter D.	Columbus, Ohio.
Herrick, Myron T.	Columbus, Ohio.

LIST OF STUDENTS*

COLLEGIATE DEPARTMENT

POST GRADUATE STUDENTS STUDYING FOR A DEGREE

Beard, Solomon Frederick, A. B.	Bluffton.
Bryson, Lucy Weethee, B. S.	Athens.
Hoover, Thomas Nathanael, B. Ped.	Piketon.
McDaniel, John Edmon, Ph. B.	La Junta, Colo.
Matheny, William Morris, B. Ped.	Circleville.
Moore, Mary Ellen, B. B.	Athens.
Reese, David R., A. B.	Amesville.

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CLASS OF 1905

Caldwell, Josephine	Coolville.
Connett, Harry Lewis	Athens.
Cornwell, Clifford Emerson	Athens.
Higgins, Cyrus Dow	Athens.
Hoover, Thomas Nathanael	Piketon.
Jones, Albert Johnson	Athens.
Morton, Joshua Romine	Dexter.
Reinherr, Helen Adella	Woodsfield.
Tooill, George Washington	Columbus.
Wright, James Otis, Jr.	Athens.

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SENIORS

Agler, Charles Marshall	Eldorado.
Bailey, Elizabeth	New Straitsville.
Baker, Harley Ellsworth	Athens.
Christman, George Washington	Athens.
Clayton, Mary Florence	Athens.
Coultrap, Manning Gebhardt	Athens.
Crooks, Floyd Stanley	Ashville.
Ely, George Leonard	Wellston.

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* This list includes the names of all students registered from the opening of the Spring Term, March 28, 1905, to the close of the Winter term, March 23, 1906.

Harris, Charles Henry	Athens.
Henderson, Lulu May	Cedarville.
Howe, Mary Blanche	Athens.
Kirkendall, Emmett Royal	Athens.
Martin, Catherine Regina	Jackson.
Merritt, William Schory	Columbus.
Miller, Guy Dolphus	Athens.
Myers, Clara Jennie	Canal Fulton.
Norton, Willey Higby	Staunton, Va.
Reynolds, John Fletcher	East Springfield.
Shaw, Fred	Rushsylvania.
Taylor, Lucy May	Tappan.
Timberman, John Clement	Coalton.
Treudley, Mary	Athens.
Ullom, Jane Bayard	Germantown, Pa.
Williamson, Frances	Lancaster.

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JUNIORS

Beckett, John Scouller	Hamilton.
Biddle, Victor	Athens.
Brown, Milton Maywould	Bremen.
Clayton, David Roy	Athens.
Cooley, Calla Ernestine	Athens.
Cooley, John Milton	Athens.
Figley, Orville Foss	Chillicothe.
Gullum, Frank Barnhart	Hamden Junction.
Hawk, James Finley	Petrolia, Pa.
Mohler, Nellie Blanche	Athens.
Murphy, Edward Chambers	Amanda.
Porter, Francis Marion	Circleville.
Preston, John Herrold	Athens.
Reah, Mary	Athens.

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SOPHOMORES

Anderson, George Murray	Chillicothe.
Badertscher, Jacob	Beaver Dam.
Bean, Fanny Cozette	Athens.
Beasley, William Floyd	Amesville.
Bishop, Mary Virginia	Ironton.
Blackstone, Wilbert Stanley	Cumberland.
Bond, James William	Marshfield.
Carr, Arthur Davis	Athens.
Cheeseman, Redick C.	Grove City, Pa.
Connett, William Wyatt	Athens.
Coultrap, Bernice Hughes	McArthur.
Coultrap, Don C.	Athens.
Cripps, William Earl	East Liverpool.
Cunningham, Fred Nixon	Steubenville.
Davey, John William	Logan.

Dumaree, Charles Henry	Golf.
Dye, Sidney Ogier	Hamden Junction.
Evans, Rhys David	Athens.
Foster, Harry Zadoc	Athens.
Fraser, Alice Mary	Conneaut.
Geeting, Charles Franklin	West Manchester.
Harter, Elizabeth	Marietta.
Henke, Heber Hunt	Athens.
Heyman, Roscoe Winfield	Bellevue.
Higgins, Winifred Belle	Athens.
Hudson, Myrtle	McArthur.
Humphrey, Sara Clare	Ironton.
James, Alfred Hinton	Glouster.
Johnson, Aldis Adelbert	Farmdale.
Lady, William Franklin	Bethel.
Lever, Henry Work	Loveland.
McLaughlin, Mary	Caldwell.
McVey, John Tipton	Eastbank, W. Va.
Mayes, Harry Welday	Steubenville.
Miller, Henry Eldon	Thurston.
Mills, Lena Irene	Caldwell.
Miser, Mary H.	Conneaut.
Morris, Amos Reno	Carroll.
Nesbitt, Margaret Anne	Bellaire.
Nibu, Kakusen	Matsuyama, Japan.
Niman, Ida Augusta	Aurora.
Parks, George Crawford	Hopedale.
Parks, James Jay	Hopedale.
Patterson, Lena Estelle	Athens.
Place, Jesse Alfred	Qualey.
Rine, Berenice Clifton	Bridgeport.
Schaeffler, Charles Harry	Athens.
Scott, Fred Blaine	Athens.
Sexauer, Fred Karl	Chillicothe.
Simon, Mary Anna	Piqua.
Snow, Robert B.	Athens.
Somerwill, Grace	Orwell.
Stine, Oscar Clemen	Glouster.
Templer, May	Belpre.
Thompson, Ida May	Athens.
Thompson, Vaughn Conroy	Bryan.
Walsh, Charles Leo	Athens.
Weintraub, Gerson Z.	Braila, Roumania.
Will, Anna Marie	McArthur.
Wilson, Ralph Byron	Athens.
Witters, Bertha	Lake.

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FRESHMEN

Adams, Evelyn Lyon	Athens.
Adams, Karl Langdon	Athens.

Alderman, William Elijah	Athens.
Allard, Laura Eliza	Jackson.
Bagwell, Omar Cabell	Bremen.
Bailey, Cora Ethlyn	Lilly Chapel.
Baker, Maud	Athens.
Balis, Carl Randall	Athens.
Barnes, Harry William	Albany.
Beal, Odessa May	Athens.
Bean, Cecil Calvert	Guysville.
Bingman, Carl Wilson	Latrobe.
Blower, George Cromwell	Trimble.
Boelzner, Wilhelmina Rose	Athens.
Bourquard, Alexander Burford	Athens.
Brokaw, Robert J.	Centerburg.
Buchanan, Edith Amanda	Basil.
Burchfield, Henry Raymond	Athens.
Byder, Charles Oliver	Carrollton.
Carr, Charles Vincent	Sugar Grove.
Caywood, George Homer	Somerset.
Chappelear, Mary Loretta Burdsall	Athens.
Conner, Grace Bradford	Garrettsville.
Connett, Loring George	Athens.
Coulter, Lewis Eldon	Malta.
Coultrap, Harry Mansfield	McArthur.
Crout, Boyd Merrill	Dresden.
Curran, Oscar Waldo	Corning.
Davisson, Joseph Robb	Hamden Junction.
Deaver, Arthur George	Glenford.
Dew, Nancy Louise	Athens.
Donaldson, Orville Merwin	Ridge.
Douglas, Malcolm	Waverly.
Downer, Godfrey Kern	Monongahela, Pa.
Driggs, Frank Seaman	Athens.
Duga, Nettie Sara	Bellaire.
Eaton, Edith Mildred	Athens.
Egan, Francis de Sales	McKeesport, Pa.
Elliott, Edward Byron	Hillsboro.
Finsterwald, Charles Frederick	Guysville.
Fisher, Julius Royal	Akron.
Fleming, Lucy E.	Amesville.
Fuller, Josiah Allen	Athens.
Gahm, Louis Haldor	Jackson.
Geiser, Mary Agnes	Lancaster.
Gibbons, John Tipton	New Plymouth.
Gillett, Kittie Rea	Athens.
Glaser, Mary Katherine	Warren.
Glazier, Ernest Benham	Belpre.
Greenlees, David Raymond	Fleming.
Groves, Frank Leslie	Nelsonville.
Haffey, William Hunter	Canal Winchester.
Harmon, Elizabeth Adella	Aurora.

Hawk, Helen Marie	Athens.
Hayden, Charles Ernest	Nelsonville.
Hesse, George Ernest	Glouster.
Hickman, Harry Wesley	Nelsonville.
Higgins, Annette Amity Amanda	Athens.
Howard, George Edward	Orwell.
Hunter, Marie Douglas	Athens.
Jackson, Ruby	Paulding.
Johnson, Helen Almarine	Nelsonville.
Johnson, Howard Blane	Plants.
Jones, Evan Johnson	Athens.
Jones, Thomas Hoyt	Jackson.
Keck, Blanche Ione	McArthur.
Kern, Lillian Lenore	Athens.
King, Elizabeth Eulalie	Glouster.
Kinnison, Margaret Lucile	Jackson.
Kinsinger, Grace Eleanor	Bellefontaine.
Kurtz, Frank Bartlett	Athens.
Lewis, Dorothy Elizabeth	Athens.
Lewis, Mary Adaline	Albany.
Lohrbach, Leo William	Waverly.
McBride, Jessie Enile	Athens.
MeGee, Allie Fedilia	Middletown.
McLean, Nelle Charlotte	Athens.
Mace, James Elwood	Buchtel.
Marsh, Clara Mearle	Shadyside.
Mason, Mabel Rose	Sugar Grove.
Matheny, Clarence Albert	Athens.
Matheny, William Alderman	Athens.
Matthews, Charles Henry	Centerburg.
Mayes, James Ray	Steubenville.
Meyers, Effie Pearl	Amanda.
Miller, Lawrence Alfred	Millersport.
Miller, Perry Clyde	Sidney.
Mills, Charles Edson	Athens.
Moody, Vittoria	Bartlett.
Moon, Alice Emma	Warren.
Moore, Sylvia	Athens.
Morgan, William Thomas	Bourneville.
Morris, Leota Blanche	Harrisville.
Naylor, Clyde George	Adena.
Nice, Leonard Blaine	Marshfield.
Ormsby, Wallace Owen	North Jackson.
Palmer, Edith	Athens.
Phelps, John Courtright	Lancaster.
Pittis, Horace Eugene	Tappan.
Porter, Frank	New Straitsville.
Porter, Mary	New Straitsville.
Putnam, Virgene	Athens.
Richmond, Winifred Vanderbilt	Marshfield.
Roach, Donna Marie	Athens.

Roush, Helen Elizabeth	Athens.
Rowan, Marie Gertrude	Hattiesburg, Miss.
Rowles, Ethel Ellen	Bremen.
Scanlan, Marghretta	Lancaster.
Schaeffler, Madeline	Athens.
Secoy, Mary Elizabeth	Athens.
Shattuck, Floyd Ellsworth	North Amherst.
Showalter, Harry Ralph	Eaton.
Six, Mary Cecile	Nelsonville.
Smith, Joseph Ross	Lancaster.
Smith, Josiah Clare	East Liverpool.
Speck, Frank Richards	Uhrichsville.
Stine, Morris Denver	Hue.
Sudlow, Clyde Milford	Union Furnace.
Swisher, Addie Winnifred	Warren.
Taylor, Arthur Hamilton	McArthur.
Thomas, George Grindley	Jackson.
Thompson, Oliver	Hemlock.
Tinker, Arthur Whittaker	Athens.
Tuttle, Harley Angelo	Diamond.
Ullom, Charlotte Devol	Germantown, Pa.
Vanderslice, Marie Llewellyn	Youngstown.
Warner, Henry Martin	Guysville.
Warren, James Pratt	Athens.
Watanabe, Noble	Kobe, Japan.
Watkins, Mary Carson	Athens.
West, Norman Orlando	Medina.
White, Clyde	New Concord.
Williams, Wilbur Heslip	Meadville, Pa.
Williamson, Thomas Waldo	Lancaster.
Willison, Frederick J	Croton.
Winter, Frederick Holston	Crooksville.
Winzeler, Alta Evelyn	Maumee.
Wisda, James William	Ney.
Wood, Robert Simpson	Athens.
Work, Taswell Beaver	Circleville.

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IRREGULAR AND SPECIAL STUDENTS

Allen, D. Scott	Athens.
Bean, L. Gardner, Ph. M.	Athens.
Bishop, Lenora Belle, Ph. B.	Ironton.
Bricker, Garland Armor	Etna.
Brown, Edward James	Sugar Grove.
Bunger, Charles Simeon	Lewisburg.
Cash, Hamilton La Rue	Byesville.
Cline, Cecil Roy, A. B.	Albany.
Davis, John Boyd	Rio Grande.
Ewing, Edgar Louis	Ewington.
Gibbs, William Edward	Athens.
Hastings, Laura Matilda, Ph. B.	Athens.

Henry, Francis Beardsley, Ph. B.	Athens.
Holland, Mildred	Athens.
Hooper, Dollie, Ph. B.	Athens.
Johnson, Frank Leander	Kinsman.
Johnson, Samuel Morrow	Trimble.
Kaler, Mary Engle, Ph. B.	Athens.
Kimberly, Charles Rufus	Circleville.
McCoy, Harry Stuart	Eldorado.
McCreight, Robert Raymond	Seaman.
Martzolff, Clement Luther	New Lexington.
Morton, Joshua Romine, B. S.	Athens.
Place, Benoni Austin, A. M.	Qualey.
Rector, Harry Floyd	Marshfield.
St. Clair, Anna May, M. Ped.	Portsmouth.
Scott, John Willard	Huntington, W. Va.
Teaters, Elizabeth Mayes	Columbus.
Thomas, Mary Eliza	Lilly Chapel.
Thompson, Bert McCune	Senecaville.
Trisler, John Lafayette	Hartwell.
Vale, Selden Dye	Dyesville.
Waggoner, Chauncey William, A. M.	Sugar Grove.
Walls, Louise King, B. O.	Athens.
Weber, Elizabeth Grace	Toledo.
Woolley, John Jefferson	Guysville.

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THIRD PREPARATORY

Ahern, William Joseph	Akron.
Alderman, Nellie Addine	Athens.
Alford, James Perry	Bremen.
Allen, Grace Hadley	Glouster.
Allen, Walter Osman	New Plymouth.
Ashbrook, Price William	Amanda.
Bartels, Ernest August	Syracuse.
Bartlett, Gertrude	Bartlett.
Bender, John Henry	Warsaw.
Bingham, Garnet Gertrude	Athens.
Bingham, George Alvin	Athens.
Bingman, Oscar Perry	Latrobe.
Blake, Mabel Edington	Nelsonville.
Bohrer, Jay Verne	Toledo.
Bolton, Edgar Walter	Mendon.
Bolton, Rudolph Ray	Mendon.
Bowman, Daniel Hunter	Bartlett.
Brandt, Harry Holmes	Carroll.
Brown, Floyd Lucian	Seaman.
Carpenter, Mary Louise	Athens.
Chadwell, Ernest Harding	Millfield.
Chalfant, Crawford Merrell	Thornville.
Chalfant, Hazel	Thornville.
Cheadle, Georgia	Jacksonville.

Chute, Waldo Heber	Logan.
Cooper, David Miller	Athens.
Creighton, Omar Clark	Atlanta.
Crim, Ralph Forest	Uhrichsville.
Cross, Jessie Floy	Racine.
Culver, Thea Edith	Glouster.
Davis, William Newell	Jackson.
Diggs, Charles Owen	Lyndon.
Dixon, Mary Elizabeth	Orwell.
Dunkle, Herbert Bothwell	Athens.
Dyer, John Brace	Ironton.
Evans, Chauncey Olds	Shadeville.
Evans, Zella May	Irondale.
Faist, Lydia Christine Louise	Woodville.
Floyd, Oliver Wendell Holmes	Laurelville.
Gawthrop, Robert Murray	Bridgeport, W. Va.
Geeting, Winona Pearl	Lewisburg.
Gorslene, Bessie Mabel	Nelsonville.
Groves, Blanche Cordelia	Lancaster.
Groves, Nettie Arvilla	Lancaster.
Guy, Willard Arthur	Cincinnati.
Hagan, Robert Anderson	Adena.
Halstead, Ruby Clara	Warren.
Heller, Vernon Otis	Lithopolis.
Henry, James Calvin	Junction City.
Hinds, Betty Ione	Marion.
Hope, Ella Estella	Athens.
Lehman, Raymond Deford	Columbus.
Livingston, Alfred Erwin	Athens.
McCampbell, Anna Laura	Plain City.
McCorkle, Anna Laura	Cortland.
Martin, Sadie Spears	Visalia, Ky.
Mason, Ina Beulah	Sugar Grove.
Melick, Clark Owen	Axline.
Morehart, Cleveland	Lancaster.
Moulton, Earl Chandler	Lucasville.
Norris, George Newton	Stewart.
Osborn, Freeman Asbury	Long Bottom.
Parker, Clarence Emmett	Athens.
Parks, Lewis Bernhard	Hopedale.
Pearce, Clarence Spence	New Petersburg.
Pelton Gladys	Chagrin Falls.
Quillen, Ralph	Middleport.
Raney, Estelle Coler	Crooksville.
Reeves, George Walter	Albany.
Roach, Helen Rich	Athens.
Rogers, Grace	Jelloway.
Russell, Kyle Denton	Albany.
Sayre, William Arthur	Trimble.
Shallenberger, Ethel May	Amanda.
Sheldon, Ida Evelyn	Athens.

Shupe, Lloyd Merle	Amanda.
Simpson, Trixie	Little Hocking.
Sivalls, Leora Ray	Woodville.
Spohn, Burrell Blakeney	New Lexington.
Staker, Mabel Catherine	Bremen.
Stevens, Hugh Albert	Orwell.
Stoltz, Effie Edith	Thornville.
Talbot, Mary Laura	Carroll.
Taylor, Esther Marcella	McArthur.
Thompson, Catherine	Haydenville.
Trimmer, Bessie Mabel	Amanda.
Ward, Lenna Ethel	Athens.
Watkins, Judith	Portsmouth.
Welch, Wilson Johnson	Charleston, W. Va.
Wiles, Gurtha Mildred	Chicago.
Wilkes, Mabel Wilhelmine	Athens.
Williamson, Charles Owen	Lancaster.
Young, Iva	Everett.

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SECOND PREPARATORY

Alexander, Walter Bayliss	Chester Hill.
Allard, William Thomas	Scioto.
Baker, Alvaretta	Athens.
Barker, Rhoda Irene	Athens.
Barton, William Howard	Adelphi.
Batterson, Iva Pearl	Bryan.
Bay, James Campbell	Spratt.
Bean, Leo Chapman	Gallipolis.
Begland, Hugh Campbell, Jr	New Straitsville.
Begland, Samuel	New Straitsville.
Bellamy, Permelia Margaret	Norwalk.
Bond, William Rufus	Idaho.
Boyd, Ernest Carl	Columbus.
Buckley, Emma Long	Wellston.
Burgoon, John Alden	Carbon Hill.
Butcher, Orrie Allen	Wilkesville.
Butts, Nina Leota	Athens.
Caldwell, Mary Jane	Coolville.
Caldwell, Willie Burns	Letart Falls.
Carman, Ralph Elliott	Unionport.
Clawson, Joseph Ernest	Okeana.
Clendenin, Antoinette Jane	Athens.
Clendenin, Mattie Lulu	Athens.
Cobb, Howard Bundy	Wellston.
Cooper, Mary Lizzie	New Lexington.
Copeland, Merle Benjamin	Stewart.
Copeland, Raymond Ellsworth	Stewart.
Cramer, Clark W.	Lowell.
Crisp, Raymond George	Akron.
Crow, Herman G.	Madison Mills.

Cullums, Dean Lewis	Athens.
Curry, Adaline Gertrude	McArthur.
Davis, Stanley	Oak Hill.
Deibel, Augustus Bismarck	Avondale.
Dewees, Eliza	Washington.
Dumaree, Edward Louis	Golf.
Dunstan, Lola May	Granville.
Eddy, Iva May	Athens.
Edmiston, Laura	Toronto.
Finney, Joseph Ray	Waverly.
Fletcher, George Everett	Wakeman.
Forsythe, Florance D	Monongahela, Pa.
Fulwider, Albert Paul	Athens.
Fulwider, William Elbert	Athens.
Guiler, Mayme Jane	Whigville.
Harman, Evarena	Lancaster.
Herbst, John Edwards	Steubenville.
Herrold, Grace May	New Plymouth.
Herrold, Martha Irene	Nelsonville.
Herrold, Sarah Alletta	Nelsonville.
Hirsch, Charles Augustus	Chillicothe.
Hughes, Rose	Lancaster.
Hutchison, Gertrude	Baltimore.
Johnson, Rafael Roe	Trimble.
Johnson, William Arthur	Plants.
Johnston, Thomas Purley	McArthur.
Kaler, George Rannells	Athens.
King, Amelia	Mansfield.
Knight, Charles Kelly	Athens.
Langdon, Emma May	Washington C. H.
Lash, Lena Otto	Athens.
Leake, Belva Inez	Lowell.
Leonard, Francis George	Greenfield, Mass.
Lutz, George Wayne	Langsville.
McBride, Samuel Thomas	Coolville.
Mauck, Anna Laura	Cheshire.
Mechling, Frank Ernest	Glenford.
Miesse, Hattie N	Stoutsville.
Morgan, Mary Luella	Sugar Grove.
Morris, Inez Laura	Carroll.
Morrison, William Guy	Athens.
Myers, Pearl Rosa	Canal Fulton.
Palmer, Frank Harlan	Glenford.
Parker, Emil Edward	Albany.
Phillips, Lenna Blanche	Athens.
Pickering, Goldie Gay	Athens.
Plotner, Inez	West Mansfield.
Portz, Edward	Newcomerstown.
Quinton, John Murray	Lithopolis.
Rice, Blanche	Johnstown.
Ridenour, Harry Lee	Glenford.

Ridenour, Ray	Glenford.
Riley, Harry Wademan	Guysville.
Riley, Walter Emmett	Guysville.
Roberts, John Wesley	Clay.
Robinson, Minnie Maude	Chicago.
Rohrbaugh, Minnie Olive	Calla.
Russell, Inez Rheuamy	Albany.
Scott, Clarence Eugene	Starr.
Shilliday, Clarence Lee	New Milford.
Shrider, Ivan Zartman	Glenford.
Silvus, William Green	Athens.
Smith, Albert Truman	Big Plain.
Smith, Arthur Noble	Storm.
Smith, Belva L.	Republic.
Smith, Beulah	New Cumberland.
Smith, Carl Cleveland	Cadiz.
Stage, John Edwards	Lancaster.
Stambaugh, Josephine	Bryan.
Stewart, Charles G.	Coolville.
Thomas, Emmett	Gallipolis.
Vorhes, John Howard	Albany.
Weber, John Finley	Masterton.
White, Clyde Lawrence	Coolville.
Wiley, Anna Lora	Athens.
Wilkes, Ernest Constantine	Athens.
Wilkes, Fred Arnold	Athens.
Williamson, Samuel Alfred	Amanda.
Wilson, Anna Belle	Guysville.
Wilson, Rosa Lee	Winchester.
Winn, Mabel Elizabeth	Rutland.
Wolfe, Joseph Herbert	Logan.

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FIRST PREPARATORY

Biddle, Benjamin Harrison	Athens.
Black, Daisy May	Knoxville, Tenn.
Brooks, Eva May	Marshfield.
Clark, Cecile Wilma	Athens.
Cullums, George Willis	Athens.
Dutton, Herbert Palmer	Hockingport.
Dutton, Walter Curtis	Hockingport.
Feazel, Clara Barbara	Sciotoville.
Fulton, Chester Wilson	Athens.
Gifford, Homer	Greenbush.
Haning, Alma Marie	Athens.
Hayes, Harry Wallace	Vincent.
Howell, Willie Herbert	Lone Cedar, W. Va.
Jones, Roger Johnson	Athens.
Kirkendall, Ruby Dell	Athens.
Koons, Nelle	Athens.
Lee, William Walter	Athens.

Lindley, David Howell	Hamilton.
McCleery, William Acton	Lancaster.
Martin, Peter Elwin, Jr	Athens.
Mathews, William Henry	Athens.
Maxwell, Virgil Coler	Athens.
Miller, Charles Arlington	Basil.
Nicholson, Ethel May	Jacksonville.
Patterson, Attie Winifred	Athens.
Phillips, Wendell Adelbert	Perryton.
Reed, Alfred Earl	Athens.
Reed, Enos Franklin	Lancaster.
Riley, Lulu Livingston	Guysville.
Saunders, A. Letha	Guysville.
Sharp, Charles Forrest	Lucasville.
Sharp, George Bondurant Tracy	Lucasville.
Stage, William Addison	Lancaster.
Starr, Lulu	Austin.
Stewart, Louis Bonar	Plainfield, N. J.
Thomas, Emaline	Glouster.
Wadley, Lloyd Otlet	Athens.
Walburn, Wesley	Athens.
Wells, Anita H	Wellston.
Whitmore, Charles Egbert	Buchtel.
Wilkes, Clarence Carson	Athens.
Wills, Oscar William	Ray.
Wolf, Clara May	Nelsonville.
Young, Benjamin Franklin, Jr	Sarahsville.

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ENROLLMENT IN THE STATE NORMAL COLLEGE, 1905-6

(Exclusive of Summer Term, 1905.)

FIRST YEAR IN ELEMENTARY EDUCATION

Allen, Herbert	Athens.
Atkinson, Jenola	Zaleski.
Biddle, Benjamin Harrison	Athens.
Black, Daisy May	Knoxville.
Bobo, Ethel Frances	Athens.
Boyd, May Susanna	Washington.
Brohard, Edith Bronson	Coalton.
Brohard, Joseph Morris	Jackson.
Caldwell, Clara May	Coolville.
Carey, David Leslie	Hillsboro.
Clark, Cecile Wilma	Athens.
Coe, Sylvia Rosabelle	Luhrig.
Crawford, Alma Mary	Athens.
Creed, May	Hillsboro.
Cullums, George Willis	Athens.

Cummings, Jessie May	Bartlett.
Davis, Helen Corinth	Langsville.
Davis, Margaret Blowden	Oak Hill.
Dixon, James Floyd	Jackson.
Dixon, Tillberry	Coalton.
Druggan, M. Elsie	Athens.
Feazel, Clara Barbara	Sciotoville.
Fulton, Chester Wilson	Athens.
Gifford, Homer	Greenbush.
Goddard, Augusta Maria	Amesville.
Gottschall, Bessie Emeline	Rutland.
Gottschall, Catherine Almira	Rutland.
Griffith, Ella	Coalton.
Hampton, Roxy May	Nelsonville.
Haning, Alma Marie	Athens.
Harper, Ada Geneva	Ray.
Hedges, Stanley Earl	Clearport.
Hixson, Emma Jean	Athens.
Holt, Harry Louis	Sand Run.
Kerns, William Sherman	Beaver.
Kirkbride, Carl Chester	Ringgold.
Kirkendall, Ruby Dell	Athens.
Koons, Nelle	Athens.
Le Favor, Ella	Alfred.
Lloyd, May Rosamond	Norwalk.
Longstreth, Minnie Bess	Dexter.
McGillivray, Clara	McArthur.
Mathews, William Henry	Athens.
Maxwell, Virgil Coler	Athens.
Miller, Ethel Ida	Langsville.
Morrow, Minnie Gertrude	Bartlett.
Murphy, Inez Faye	Guysville.
Nicholson, Ethel May	Jacksonville.
O'Connor, Delia	Alice.
Parks, Albert Clarence	Jackson.
Parks, Elizabeth Edna	Oak Hill.
Peugh, Bessie	Glouster.
Reed, Enos Franklin	Lancaster.
Reed, Mary Minerva	Wilkesville.
Richards, Catherine	Glouster.
Riley, Lulu Livingston	Guysville.
Romine, Addine Elva	Athens.
Russell, John Philip	Beaver.
Sharp, George Bondurant Tracy	Lucasville.
Sharp, David Benjamin	Albany.
Shields, Linnie Mabel	Guysville.
Smith, Gilbert	Amanda.
Springer, Emmett Vance	Richmond Dale.
Stage, John Edwards	Lancaster.
Stage, William Addison	Lancaster.
Stewart, Mabel	Stoutsville.

Vernon, Alice Blanche	Glouster.
Wadley, Lloyd Otlet	Athens.
Walburn, Wesley	Athens.
Walker, Alice	Mt. Orab.
Walsh, Beatrice Agnes	Glouster.
Warthman, Irene Belle	New Plymouth.
Wells, Anita H.	Wellston.
Williams, John Quincey	Athens.
Wills, Oscar William	Ray.
Witherspoon, Guy Holliday	McArthur.
Wolf, Clara May	Nelsonville.
Young, Alice Clementine	Glouster.
Young, Benjamin Franklin Jr	Sarahsville.

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SECOND YEAR IN ELEMENTARY EDUCATION

Andrews, Adda May	Glouster.
Baker, Alvaretta	Athens.
Barker, Rhoda Irene	Athens.
Barton, William Howard	Adelphi.
Batterson, Iva Pearl	Bryan.
Begland, Samuel	New Straitsville.
Bellamy, Permalia Margaret	Norwalk.
Bennett, Thomas Riley	Athens.
Boyd, Ernest Carl	Columbus.
Buckley Emma Long	Wellston.
Burgoon, John Alden	Carbon Hill.
Butcher, Orrie Allen	Wilkesville.
Butts, Nina Leota	Athens.
Caldwell, Willie Burns	Letart Falls.
Caldwell, Mary Jane	Coolville.
Cameron, Albert F.	Marshall.
Clendenin, Antoinette Jane	Athens.
Clendenin, Mattie Lulu	Athens.
Clowe, Sadie Barbara	Logan.
Cooper, Mary Lizzie	New Lexington.
Courtright, Abram Blaine	Lancaster.
Courtright, Jessie Melissa	Lancaster.
Cramer, Clark W.	Lowell.
Cullums, Dean Lewis	Athens.
Curry, Adaline Gertrude	McArthur.
Davis, Stanley	Oak Hill.
Deibel, Augustus Bismarck	Avondale.
Druggan, Elizabeth	Athens.
Dumaree, Edward Louis	Golf.
Duncan, James Link	Athens.
Dunstan, Lola May	Granville.
Eddy, Iva May	Athens.
Edmiston, Laura Belle	Toronto.
Evans, Anna May	Oak Hill.
Fulwider, Albert Paul	Athens.

Goodlive, Albert	Junction City.
Guiler, Mayme Jane	Whigville.
Herrold, Sarah Alletta	Nelsonville.
Herrold, Grace May	New Plymouth.
Herrold, Martha Irene	Nelsonville.
Hirsch, Charles Augustus	Chillicothe.
Hughes, Rose	Lancaster.
Hutchison, Gertrude	Baltimore.
Johnson, Rafael Roe	Trimble.
Kaler, George Rannells	Athens.
King, Amelia	Mansfield.
Knight, Charles Kelly	Athens.
Leake, Belva Inez	Lowell.
Lutz, George Wayne	Langsville.
McBride, Samuel Thomas	Coolville.
McLaughlin, Henry Max	Wilkesville.
Mauck, Anna Mauck	Cheshire.
Mechling, Frank Ernest	Glenford.
Miesse, Hattie N.	Stoutsville.
Miller, Verna Maria	Athens.
Morgan, Mary Luella	Sugar Grove.
Morris, Inez Laura	Carroll.
Morrison, William Guy	Athens.
Palmer, Frank Harlan	Glenford.
Parker, Emil Edward	Albany.
Phillips, Lenna Blanche	Athens.
Pickering, Goldie Gay	Athens.
Plotner, Inez	West Mansfield.
Quinton, John Murray	Lithopolis.
Rice, Blanche	Johnstown.
Ridenour, Harry Lee	Glenford.
Ridenour, Ray	Glenford.
Riley, Harry Wademan	Guysville.
Riley, Walter Emmett	Guysville.
Robinson, Minnie Maud	Chicago.
Russell, Inez Rheuamy	Albany.
Scholl, William Alfred	Bremen.
Shrider, Ivan Zartman	Glenford.
Silvus, William Green	Athens.
Smith, Belva L.	Republic.
Smith, Beulah	New Cumberland.
Smith, Hallie Blanche	Jackson.
Springer, Lily Maude	Richmond Dale.
Stambaugh, Sarah Josephine	Bryan.
Timberman, Edith	Ray.
Timberman, Meda	Ray.
Wemer, Fred Wilson	Millfield.
Wiley, Anna Lora	Athens.
Wilkes, Ernest Constantine	Athens.
Wilson, Anna Belle	Guysville.
Wilson, Rosa Lee	Winchester.

Winn, Mabel Elizabeth	Rutland.
Wolfe, Joseph Herbert	Logan.

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THIRD YEAR IN ELEMENTARY EDUCATION

Alderman, Nellie Addine	Athens.
Allen, Grace Hadley	Glouster.
Allen, Walter Osman	New Plymouth.
Bartels, Ernest August	Syracuse.
Bartlett, Gertrude	Bartlett.
Bingham, George Alvin	Athens.
Blake, Mabel Edington	Nelsonville.
Chalfant, Hazel	Thornville.
Chalfant, Crawford Merrell	Thornville.
Chute, Waldo Heber	Logan.
Creighton, Omar Clark	Atlanta.
Crim, Ralph Forest	Uhrichsville.
Cross, Jessie Floy	Racine.
Culver, Thea Edith	Glouster.
Davis, William Newell	Jackson.
Evans, Anna May	Oak Hill.
Faist, Lydia Christine Louise	Woodville.
Gawthrop, Robert Murray	Bridgeport, W. Va.
Geeting, Winona Pearl	Lewisburg.
Gorslene, Bessie Mabel	Nelsonville.
Halstead, Ruby Clara	Warren.
Heller, Vernon Otis	Lithopolis.
Hinds, Betty Ione	Marion.
Lehman, Raymond Deford	Columbus.
Livingston, Alfred Erwin	Athens.
McCampbell, Flora	Plain City.
McCorkle, Anna Laura	Cortland.
Pearce, Clarence Spence	New Petersburg.
Pelton, Gladys	Chagrin Falls.
Rogers, Grace	Jelloway.
Shallenberger, Ethel May	Amanda.
Sivalls, Leora Ray	Woodville.
Spohn, Burrell Blakeney	New Lexington.
Stoltz, Effie Edith	Thornville.
Talbot, Mary Laura	Carroll.
Taylor, Esther Marcella	McArthur.
Trimmer, Bessie Mabel	Amanda.
Ward, Lenna Ethel	Athens.
Watkins, Judith	Portsmouth.
Welch, Wilson Johnson	Charleston, W. Va.
Wiles, Gurtha Mildred	Chicago.
Wilkes, Mabel Wilhelmine	Athens.
Young, Iva	Everett.

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FRESHMEN

Adams, Evelyn Lyon	Athens.
Allard, Laura Eliza	Jackson.
Baker, Maud	Athens.
Bailey, Cora Ethlyn	Lilly Chapel.
Bingman, Carl Wilson	Latrobe.
Buchanan, Edith Amanda	Basil.
Coulter, Lewis Eldon	Malta.
Deaver, Arthur George	Glenford.
Duga, Nettie Sara	Bellaire.
Gillett, Kittie Rea	Athens.
Glaser, Mary Katherine	Warren.
Harmon, Elizabeth Adella	Aurora.
Hawk, Helen Marie	Athens.
Hayden, Charles Ernest	Nelsonville.
Hunter, Marie Douglas	Athens.
Jackson, Ruby	Paulding.
Keck, Blanche Ione	McArthur.
Kinsinger, Grace Eleanor	Bellefontaine.
Lewis, Dorothy Elizabeth	Athens.
McBride, Jessie Enile	Athens.
McGee, Allie Fedilia	Middletown.
Marsh, Clara Mearle	Shadyside.
Matheny, Clarence Albert	Athens.
Matheny, William Alderman	Athens.
Moon, Alice Emma	Warren.
Morgan, William Thomas	Bourneville.
Morris, Leota Blanche	Harrisville.
Richmond, Winifred Vanderbilt	Marshfield.
Schaeffler, Madeline	Athens.
Secoy, Mary Elizabeth	Athens.
Six, Mary Cecile	Nelsonville.
Smith, Joseph Ross	Lancaster.
Swisher, Addie Winnifred	Warren.
Taylor, Arthur Hamilton	McArthur.
Vanderslice, Marie Llewellyn	Youngstown.
Willison, Frederick J	Croton.
Winzeler, Alta Evelyn	Maumee.

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SOPHOMORES

Badertscher, Jacob A	Beaver Dam.
Bean, Fanny Cozette	Athens.
Dumarec, Charles Henry	Golf.
Fraser, Alice Mary	Conneaut.
Geeting, Charles Franklin	West Manchester.
Harter, Elizabeth	Marietta.
Higgins, Winifred Belle	Athens.
Hudson, Myrtle	McArthur.
James, Alfred Hinton	Glouster.

Lady, William Franklin	Bethel.
McLaughlin, Mary	Caldwell.
Mayes, Harry Welday	Steubenville.
Mills, Lena Irene	Caldwell.
Miser, Mary H.	Conneaut.
Morris, Amos Reno	Carroll.
Niman, Ida Augusta	Aurora.
Patterson, Lena Estelle	Athens.
Rine, Berenice Clifton	Bridgeport.
Snow, Robert B.	Athens.
Somerwill, Grace	Orwell.
Thompson, Ida May	Athens.
Thompson, Vaughn Conroy	Bryan.
Will, Anna Marie	McArthur.
Witters, Bertha	Lake.

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JUNIORS

Cooley, Calla Ernestine	Athens.
Mohler, Nellie Blanche	Athens.

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SENIORS

Baker, Harley Ellsworth	Athens.
Christman, George Washington	Athens.
Clayton, Mary Florence	Athens.
Coultrap, Manning Gebhardt	Athens.
Crooks, Floyd Stanley	Ashville.
Ely, George Leonard	Wellston.
Harris, Charles Henry	Athens.
Henderson, Lulu May	Cedarville.
Howe, Mary Blanche	Athens.
Kirkendall, Emmett Royal	Athens.
Martin, Catherine Regina	Jackson.
Myers, Jennie Cdara	Canal Fulton.
Reynolds, John Fletcher	East Springfield.
Shaw, Fred	Rushsylvania.
Timberman, John Clement	Coalton.
Williamson, Frances	Lancaster.

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SPECIAL

Biddle, Mary Lucile	Athens.
Bricker, Garland Armor	Etna.
Burtch, Rose Edna	Middletown.
Cash, Hamilton La Rue	Byesville.
Davis, William McKindra	Coalton.
Ferrell, Graham Bethel	Dresden.
Gibbs, William Edward	Athens.
Hanning, Ethel Mildred	Athens.
Johnson, Frank Leander	Kinsman.

Kimberly, Charles Rufus	Circleville.
Lady, George Webster	Bethel.
McCoy, Harry Stuart	Eldorado.
McCreight, Robert Raymond	Seaman.
McKeever, Daniel Alvin	McArthur.
Martzolff, Clement Luther	New Lexington.
Milhoan, Frederick Bradford	Shadyside.
Morrow, Garfield Blaine	Claysville, Pa.
Portz, Francis Milton	Bakersville.
Rector, Harry Floyd	Marshfield.
Teaters, Elizabeth Mayes	Columbus.
Thompson, Bert McCune	Senecaville.
Woolley, John Jefferson	Guysville.

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POST-GRADUATES

Bean, L. Gardner, Ph. M.	Athens.
Hoover, Thomas Nathanael, B. Ped.	Piketon.
St. Clair, Anna May, M. Ped.	Portsmouth.

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SUMMARY

First Year in Elementary Education	79
Second Year in Elementary Education	88
Third Year in Elementary Education	43
Freshmen	37
Sophomores	24
Juniors	2
Seniors	16
Special	22
Post-Graduates	3
Total	314

ENGINEERING

ELECTRICAL ENGINEERING

Four Years' Course

Beckett, John Scouller	Hamilton.
Blackstone, Wilbert Stanley	Cumberland.
Bolton, Edgar Walter	Mendon.
Bolton, Rudolph Ray	Mendon.
Carr, Charles Vincent	Sugar Grove.
Cheeseman, Redick C.	Grove City, Pa.
Cooley, John Milton	Athens.
Cornwell, Clifford Emerson	Athens.
Cripps, William Earl	East Liverpool.
Cunningham, Fred Nixon	Steubenville.

Dutton, Walter Curtis (preparatory)	Hockingport.
Heyman, Roscoe Winfield	Bellevue.
Johnson, Howard Blane	Plants.
Miller, Charles Arlington (preparatory)	Basil.
Porter, Francis Marion	Circleville.
Speck, Frank Richards	Uhrichsville.
Weintraub, Gerson Z.	Braila, Roumania.
Wisda, James William	Ney.
Wright, James Otis, Jr.	Athens.

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Short Course — Second Year

Anderson, George Murray	Chillicothe.
Bagwell, Omar Cabell	Bremen.
Barnes, Harry William	Albany.
Beasley, William Floyd	Amesville.
Britch, Kirby Ellsworth	Lancaster.
Brokaw, Robert J.	Centerburg.
Burchfield, Henry Raymond	Athens.
Chadwell, Ernest Harding	Millfield.
Davey, John William	Logan.
Davisson, Joseph Robb	Hamden Junction.
Donaldson, Orville Merwin	Ridge.
Driggs, Frank Seaman	Athens.
Fyke, John Lowell	Bryan.
Glazier, Ernest Benham	Belpre.
Greenlees, David Raymond	Fleming.
Groves, Frank Leslie	Nelsonville.
Hanna, Benton Ellwood	Urbana.
Hughes, Charles Guy	Coal Run.
Jones, David Lewis	Wales.
Kelly, Vaughn Milton	Union Furnace.
Mace, James Elwood	Buchtel.
Marquis, Carroll Glenn	Mineral.
Matthews, Charles Henry	Centerburg.
Miller, Henry Eldon	Thurston.
Miller, Lawrence Alfred	Millersport.
Parks, James Jay	Hopedale.
Phelps, John Courtright	Lancaster.
Pittis, Horace Eugene	Tappan.
Scott, Fred Blaine	Athens.
Sexauer, Fred Karl	Chillicothe.
Shattuck, Floyd Ellsworth	North Amherst.
Smith, Joseph Ross	Lancaster.
Stine, Morris Denver	Hue.
Sudlow, Clyde Milford	Union Furnace.
Thompson, Oliver	Hemlock.
Thompson Vaughn Conroy	Bryan.
Walsh, Charles Leo	Athens.
Warner, Henry Martin	Guysville.
Watanabe, Noble	Kobe, Japan.

West, Norman Orlando	Medina.
Williamson, Thomas Waldo	Lancaster.
Willison, Frederick J	Croton.
Work, Taswell Beaver	Circleville.

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Short Course — First Year

Allen, Herbert (preparatory)	Athens.
Alspach, James Harvey	Blacklick.
Anthony, Homer Foster	Union Furnace.
Arnold, Ralph	Bedford, Pa.
Beach, Philip Henry	Kinsman.
Bender, John Henry	Warsaw.
Brandt, Harry Holmes	Carroll.
Burgoon, John Alden (preparatory)	Carbon Hill.
Clark, Harold William (preparatory)	Deersville.
Cookson, James Franklin (preparatory)	Bloomingdale.
Cox, Clarence Clifford (preparatory)	Gillespieville.
Crow, Herman G. (preparatory)	Madison Mills.
Dyer, John Brace	Ironton.
Egan, Francis deSales	McKeesport, Pa.
Elliott, Edward Byron	Hillsboro.
Epperson, Herbert	Linton, Ind.
Finney, Joseph Ray (preparatory)	Waverly.
Fryburger, Frank C	Cozaddale.
Fuller, Josiah Allen	Athens.
Hambleton, Clarence Orlando (preparatory)	Marietta.
Hickle, Clyde Monroe (preparatory)	Lithopolis.
Hickman, Harry Wesley	Nelsonville.
Hicks, Clifford M	Centerburg.
Hilliard, Atwell Franklin (preparatory)	Lithopolis.
Honnold, James Randolph	Athens.
Hoskinson, Herbert Julius	Athens.
Johnston, William Cloyd	Bremen.
Lady, George Webster (preparatory)	Bethel.
McClure, Oscar Earle (preparatory)	Seaman.
Miller, Albert Earl	Nellie.
Miller, Lawrence Earl	Millersport.
Minesinger, Thomas William (preparatory)	New Cumberland, W. Va.
Paxton, Glenn Carrick (preparatory)	Adena.
Place, William Allard (preparatory)	Qualey.
Pollock, Ralph William	Coraopolis, Pa.
Raney, Estelle Coler	Crooksville.
Richards, Oscar Owen (preparatory)	Thurman.
Ross, Joseph Finical	Enfield.
Scott, Earl Leo (preparatory)	New Washington.
Shaw, Charles Marvey (preparatory)	Athens.
Shelton, Dwight J	Marion.
Showalter, Harry Ralph	Eaton.
Smith, Josiah Clare	East Liverpool.

Speer, James Eberlein (preparatory)	Bloomingdale.
Welch, Matthew Reed	Burgettstown, Pa.
Williams, Raymond J. (preparatory)	Athens.
Woolley, Bruce D	Guysville.

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CIVIL AND MINING ENGINEERING

Collegiate

Adams, Karl Langdon	Athens.
Balis, Carl Randall	Athens.
Bibbee, Elijah Clinton	Letart Falls.
Beckler, Charles Rudolph	Athens.
Beckler, Fred Hoadley	Athens.
Byder, Charles Oliver	Carrollton.
Connett, Loring George	Athens.
Connett, William Wyatt	Athens.
Dodge, Ralph Waldo	Urbana.
Foster, Harry Zadoc	Athens.
Gawthrop, Robert Murray	Bridgeport, W. Va.
Howard, George Edward	Orwell.
Kurtz, Frank Bartlett	Athens.
Lever, Henry Work	Loveland.
Mills, Charles Edson	Athens.
Pollock, William Ralph	Coraopolis, Pa.
Walsh, James Arthur	Athens.
Warren, James Pratt	Athens.
Wisda, James William	Ney.

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Preparatory

Crisp, Raymond George	Akron.
Fulwider, William Elbert	Athens.
Golden, James Brown	Athens.
Minesinger, Thomas William	New Cumberland, W. Va.
Nye, Robert Eugene	Chauncey.

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COMMERCIAL COLLEGE

Full Commercial Course Completed in 1905

Carr, Arthur Davis	Athens.
Higgins, Cyrus Dow	Athens.

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FOURTH YEAR IN COMMERCIAL COURSE

Curran, Oscar Waldo	Corning.
Miller, Guy Dolphus	Athens.
Murphy, Edward Chambers	Amanda.

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THIRD YEAR IN COMMERCIAL COURSE

Bingham, George Alvin	Athens.
Ewing, Glenroy Henry	Pomeroy.
Fletcher, William Hugh	Albany.
Livingston, Alfred Erwin	Athens.
Lohrbach, Leo William	Waverly.
Naylor, Clyde George	Adena.
Showalter, Harry Ralph	Eaton.
Shupe, Ervin Ellsworth	Amanda.
Winter, Frederick Holston	Crooksville.

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SPECIAL COURSE COMPLETED IN 1905

Clayton, Mary Florence (Stenography)	Athens.
Coleman, Nell Eunice (Stenography)	Guysville.
Curran, Oscar Waldo (Accounting)	Corning.
Fleming, Lucy E. (Accounting)	Amesville.
Hanning, Ethel Mildred (Accounting)	Athens.
Hooper, Hettie (Stenography)	Athens.
Lewis, Constance E. (Accounting)	Trimble.
Lynch, Ora Etta (Stenography)	Burlingame, Kan.
Miller, Lawrence Alfred (Accounting)	Millersport.
Mills, Blanche Aldine (Stenography)	Athens.
Moon, Alice Emma (Accounting)	Warren.
Norton, Willey Higby (Accounting)	Staunton, Va.
Taylor, Lucy May (Stenography)	Tappan.
Wright, James Otis, Jr. (Accounting)	Athens.

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SPECIAL AND COURSE UNFINISHED

Alderman, Lola Florence	Glouster.
Allard, William Thomas	Scioto.
Anderson, George Murray	Chillicothe.
Atkinson, Ida Delle	Zaleski.
Barger, Fred	Piketon.
Bartels, Ernest August	Syracuse.
Beasley, Mary Elizabeth	Athens.
Beckett, John Scouller	Hamilton.
Bennett, Thomas Riley	Athens.
Bibbee, Elijah Clinton	Letart Falls.
Bingham, Lulu M	McConnelsville.
Blackstone, Wilbert Stanley	Cumberland.
Blackwood, Alma Grace	Guysville.
Brokaw, Robert J	Centerburg.
Brookins, Allena May	Jackson.
Burchfield, Henry Raymond	Athens.
Burleigh, Viola May	Guysville.
Burtch, Rose Edna	Middletown.
Butcher, Orrie Allen	Wilkesville.

Campbell, Ida Bell	Athens.
Carter, Goldie	Nelsonville.
Caywood, George Homer	Somerset.
Clayton, David Roy	Athens.
Connett, William Wyatt	Athens.
Cook, Grace	Columbus.
Cooley, John Milton	Athens.
Cooper, Mary Lizzie	New Lexington.
Coulter, Lewis Eldon	Malta.
Coultrap, Manning Gebhardt	Athens.
Crooks, Floyd Stanley	Ashville.
Curtis, Grace Undine	Athens.
Davis, John Boyd	Rio Grande.
Davis, Joseph Bean	Nelsonville.
Deibel, Augustus Bismarck	Avondale.
Donaldson, Grace Luella	Athens.
Dorr, Will Lee	Athens.
Dye, Sidney Ogier	Hamden Junction.
Dyson, Mary Elizabeth	Athens.
Eldridge, Amy	Bartlett.
Elliott, Olive Doris	Athens.
Elson, Harold	Athens.
Ely, Frederick Henry	Wellston.
Evans, Chauncey Olds	Shadeville.
Fagan, Kate Magdalene	Athens.
Ferrell, Graham Bethel	Dresden.
Figley, Orville Foss	Chillicothe.
Floyd, Oliver Wendell Holmes	Laurelville.
Foster, Frances Cleveland	Marshfield.
Geiser, Mary Agnes	Lancaster.
Groves, Blanche Cordelia	Lancaster.
Haffey, William Hunter	Canal Winchester.
Hammond, Harriet Florence	McConnelsville.
Hampton, Edna Renietta	Nelsonville.
Hartley, Harry Francis	Athens.
Hayes, Rose Elizabeth	Athens.
Hesse, George Ernest	Glouster.
Heyman, Roscoe Winfield	Bellevue.
Higgins, Adda Melvina	Athens.
Howard, Berta Leota	Athens.
Howard, Elsie Olive	Athens.
James, Alfred Hinton	Glouster.
James, Carrie	Charleston, W. Va.
Johnston, Thomas Purley	McArthur.
Jones, Albert Johnson	Athens.
Kelly, Vaughn Milton	Union Furnace.
Kenney, Anna	Zaleski.
Kenney, Ellen Lucy	Zaleski.
Ketcham, Victor Alvin	Corning.
Kincade, Myrta Pearl	Athens.
Kurtz, Frank Bartlett	Athens.

Law, Loretta Hortense	Station 15.
McCoy, Harry Stuart	Eldorado.
McDaniel, Etta	New Plymouth.
McKee, Effie	Nelsonville.
McKee, Grace Isabel	Charleston, W. Va.
McKeever, Daniel Alvin	McArthur.
Mann, Lulu Daisy	Athens.
Melick, Clark Owen	Axline.
Morgan, William Thomas	Bourneville.
Morris, Arthur Garfield	Sumner.
Morrow, Garfield Blaine	Claysville, Pa.
Munn, Orville Guy	Athens.
Murphy, Clayton Earl	Nelsonville.
Parks, George Crawford	Hopedale.
Parks, James Jay	Hopedale.
Patterson, Attie Winifred	Athens.
Paxton, Glenn Carrick	Adena.
Pennybacker, Hazel Leona	Nelsonville.
Porter, Francis Marion	Circleville.
Porter, Mary	New Straitsville.
Pursell, Charles Lewis	Logan.
Putnam, Virgene	Athens.
Radford, Della May	Athens.
Reinherr, Helen Adella	Woodsfield.
Rider, Harley Alfred	Nelsonville.
Rowles, Grace	Bremen.
Scanlan, Marghretta	Lancaster.
Schaeffler, Charles Harry	Athens.
Schaeffler, Madeline	Athens.
Scott, Earl Lee	New Washington.
Scott, Maud	Athens.
Schaffer, Eugene Earl	Nelsonville.
Shannon, Ella Veronica	Marshfield.
Silvus, William Green	Athens.
Snow, Robert B.	Athens.
Speck, Frank Richards	Uhrichsville.
Sudlow, Clyde Milford	Union Furnace.
Thomas, Margaret	Glouster.
Thompson, Eugene Franklin	Nelsonville.
Timberman, John Clement	Coalton.
Treudley, Mary	Athens.
Van Dyke, James Ira	Mineral.
Walsh, James Arthur	Athens.
Warner, Henry Martin	Guysville.
Webster, Delpha May	Athens.
Weidman, James Millard	Athens.
Weintraub, Gerson Z.	Braila, Roumania.
West, Norman Orlando	Medina.
White, Charles Vern	Glouster.
Wilkes, Fred Arnold	Athens.
Williams, Ralph Leo	Carbondale.

Williamson, Frances	Lancaster.
Williamson, Charles Owen	Lancaster.
Willison, Frederick J	Croton.
Young, Estella May	Amanda.
Young, Nellie Vannetta	Athens.

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COLLEGE OF MUSIC

Alderman, Lola Florence	Glouster.
Alderman, Nellie Addine	Athens.
Allard, Laura Eliza	Jackson.
Allen, Estella Rookh	Glouster.
Andrews, Adda May	Glouster.
Arnold, Ralph	Bedford, Pa.
Aumiller, Gladys	Athens.
Badertscher, Mary	Beaver Dam.
Baker, Faye Athens	Athens.
Beal, Odessa May	Athens.
Bean, Cecil Calvert	Guysville.
Bean, L. Gardner	Athens.
Beasley, Mary Beatrice	Athens.
Beckett, John Scouller	Hamilton.
Bell, Minnie Madrey	Athens.
Bingham, Garnet Gertrude	Athens.
Bingman, Carl Wilson	Latrobe.
Birge, Mary Bessie	Chauncey.
Bishop, Mary Virginia	Ironton.
Black, Daisy May	Knoxville, Tenn.
Bolton, Edgar Walter	Mendon.
Bolton, Rudolph Ray	Mendon.
Bowser, Ida Elizabeth	Lancaster.
Brickles, Lulu	Athens.
Brooks, Dana	Athens.
Brooks, Ruth Newcome	Athens.
Brown, Olive	Revere, Mo.
Buchanan, Edith Amanda	Basil.
Burson, Lucile	Shade.
Buxton, Bertha Edith	Athens.
Campbell, Edna	Athens.
Campbell, May	Glouster.
Carman, Ralph Elliott	Unionport.
Carr, Alberta Hamilton	Athens.
Carr, Charles Vincent	Sugar Grove.
Chaplin, Lulu May	New Martinsville, W. Va.
Chappelear, Faith	Athens.
Chappelear, Mary Loretta Burdsall	Athens.
Charlton, Grace Ruth	Stewart.
Chrisman, Oscie Dru	Athens.
Chubb, Catherine	Athens.

Clarke, Fauntelle Aileene	Glouster.
Clay, Wilma Myrtle	Delphos.
Coates, Anna Pearl	Nelsonville.
Coe, Lettie Maud	Nelsonville.
Conn, Margaret Alta	Hemlock.
Cook, Cora Elene	Middleport.
Copeland, Edna Florence	Athens.
Cornwell, Clifford Emerson	Athens.
Coulter, Lewis Eldon	Malta.
Covey, Cora Lottie	Chagrin Falls.
Cox, Nell	Steubenville.
Craig, Olive May	Nelsonville.
Crisp, Raymond George	Akron.
Crooks, Floyd Stanley	Ashville.
Cross, Jessie Floy	Racine.
Culver, Thea Edith	Glouster.
Cummings, Jessie May	Bartlett.
Curry, Adaline Gertrude	McArthur.
Davis, Madora	Marshfield.
Davis, Margaret Anne	Clay.
Davis, Theora	Marshfield.
Deibel, Augustus Bismarck	Avondale.
Dent, Vina May	Athens.
Dew, Nancy Louise	Athens.
Dewees, Eliza	Washington.
Driggs, Bessie Irene	Athens.
Duga, Nettie Sara	Bellaire.
Dunkle, Herbert Bothwell	Athens.
Dunstan, Flavia	Granville.
Dunstan, Lola May	Granville.
Eaton, Edith Mildred	Athens.
Edmiston, Laura	Toronto.
Evans, Zella May	Irondale.
Faist, Lydia Christine Louise	Woodville.
Feazel, Clara Barbara	Sciotoville.
Finsterwald, Charles Frederick	Guysville.
Fisher, Julius Royal	Akron.
Fitzer, Elizabeth	Buchtel.
Fitzer, Phebe	Buchtel.
Forsythe, Florance D.	Monongahela, Pa.
Fraser, Alice Mary	Conneaut.
Fulwider, William Elbert	Athens.
Geeting, Winona Pearl	Lewisburg.
Gillett, Kittie Rea	Athens.
Ginnan, Mary	Athens.
Glaser, Mary Katherine	Warren.
Goddard, Augusta Maria	Amesville.
Goldsberry, Alice Ione	Athens.
Goldsberry, Blaine Randolph	Athens.
Green, Lizzie Belle	Athens.
Gross, Carl Lenox	Athens.

Hall, Elizabeth Alma	Logan.
Halstead, Ruby Clara	Warren.
Harter, Elizabeth	Marietta.
Harris, Charles Henry	Athens.
Hastings, Lucile Fuller	Athens.
Heller, Vernon Otis	Lancaster.
Henderson, Lulu May	Cedarville.
Herrold, Grace May	New Plymouth.
Herrold, Irene	Nelsonville.
Herrold, Sarah Alletta	Nelsonville.
Higgins, Bessie Inez	Athens.
Higgins, Hannah Louise	Athens.
Hoover, Thomas Nathanael	Piketon.
Hudson, Frankie Lorene	Athens.
Humphrey, Sara Clare	Ironton.
Hunter, Marie Douglas	Athens.
James, Carrie	Charleston, W. Va.
Jones, Albert Johnson	Athens.
Jones, Rupel Wendell	Athens.
Josten, Martin	Athens.
Kern, Lillian Lenore	Athens.
King, Elizabeth Eulalie	Glouster.
Kinnison, Margaret Lucile	Jackson.
Kirkendall, Ruby Dell	Athens.
Kurtz, Frank Bartlett	Athens.
Langdon, Emma May	Washington C. H.
Lash, Lena Otto	Athens.
Lash, Mayme Belle	Athens.
Laverty, Adam James	Athens.
Law, Loretta Hortense	Station 15.
Linnell, Helen Elizabeth	Jacksonville.
Lohrbach, Leo William	Waverly.
Lowe, Tracy Elizabeth	Athens.
McCleery, Nellie Fern	Basil.
McCorkle, Anna Laura	Cortland.
McDaniel, Etta	New Plymouth.
McKinstry, Cassandra Bartlett	Athens.
McKinstry, Mary Claire	Athens.
McVey, Charles Don	Athens.
McVey, John Tipton	Eastbank, W. Va.
Mann, Samuel David	Athens.
Martin, Catherine Regina	Jackson.
Martin, Lulu May	Luhrig.
Martin, Peter Elwin, Jr	Athens.
Martin, Sadie Spears	Visalia, Ky.
Mason, Anna Clare	Athens.
Mason, Ina Beulah	Sugar Grove.
Mauck, Anna Laura	Cheshire.
May, Grace	Norwalk.
Mayes, James Ray	Steubenville.
Melchi, Blanche Amber	Stewart.

Merritt, William Schory	Columbus.
Meyers, Effie Pearl	Amanda.
Miesse, Orpha Bliss	Amanda.
Miller, Fletcher McCoy	Athens.
Miller, Guy Dolphus	Athens.
Miller, Lawrence Alfred	Millersport.
Miller, Orla Glen	Athens.
Miller, Lena Irene	Caldwell.
Moore, Alethia Elma	Athens.
Moore, Sylvia	Athens.
Morrow, Pearl Ethlyn	Bartlett.
Myers, Pearl Rose	Canal Fulton.
Newton, Madge Alice	Athens.
Norton, Willey Higby	Staunton, Va.
Nye, Bessie	Chauncey.
Osborn, Freeman Asbury	Long Bottom.
Osborne, Guy Ellsworth	Athens.
Pake, Louise	Marshfield.
Parker, Clarence Emmett	Athens.
Parker, Edna Lucile	Athens.
Parker, George Everett	Athens.
Patton, Eva Estelle	Nelsonville.
Pelton, Gladys	Chagrin Falls.
Phelps, John Courtright	Lancaster.
Pickering, Anna Katherine	Athens.
Place, Jesse Alfred	Qualey.
Plummer, Pearl	Zaleski.
Porter, Francis Marion	Circleville.
Pospichel, Stephen	Buchtel.
Putnam, Virgene	Athens.
Raney, Estelle Coler	Crooksville.
Rardin, Minnie Maude	Athens.
Reah, Mary	Athens.
Reed, Elizabeth May	Burghill.
Reidenbach, Frederick William	Port Washington.
Richey, Joa Adelaide	Athens.
Rider, Harley Alfred	Nelsonville.
Rittenberry, Mildred May	Buchtel.
Roach, Aldine Westcott	Athens.
Roach, Donna Marie	Athens.
Rogers, Grace	Jelloway.
Rohrbaugh, Minnie Olive	Calla.
Rowan, Marie Gertrude	Hattiesburg, Miss.
Rowles, Ethel Ellen	Bremen.
Rowles, Grace	Bremen.
Saunders, A. Letha	Guysville.
Schaeffler, Charles Henry	Athens.
Scheer, Nelle	Zaleski.
Schell, Elizabeth Magdalena	Lewisville.
Scott, Fred Blaine	Athens.
Secoy, Inez May	Athens.

Secoy, Mary Elizabeth	Athens.
Selby, Goldie Belle	Athens.
Selby, John D.	Athens.
Shaffer, Eugene Earl	Nelsonville.
Sharp, George Bondurant Tracy	Lucasville.
Shattuck, Floyd Ellsworth	North Amherst.
Silvus, Catherine	Athens.
Simpson, Trixie	Little Hocking.
Sisson, Carrie Weatherholt	Pine Grove.
Smith, Arthur Noble	Storm.
Smith, Beulah	New Cumberland.
Smith, Leonora Fay	Stewart.
Snow, Robert B.	Athens.
Speck, Frank Richards	Uhrichsville.
Staker, Mabel Catherine	Bremen.
Stevens, Hugh Albert	Orwell.
Steward, Ella	Harrisonville.
Steward, Hulda Alice	Harrisonville.
Stewart, Louis Bonar	Plainfield, N. J.
Stoneburner, Sarah Wilson	Nelsonville.
Swisher, Addie Winnifred	Warren.
Taylor, Arthur Hamilton	McArthur.
Taylor, Lucy May	Tappan.
Tedrow, Cora Estella	Athens.
Thomas, Grace	Jackson.
Thomas, Margaret	Glouster.
Thompson, Catherine	Haydenville.
Thompson, Eugene Franklin	Nelsonville.
Tippett, Ruth Elizabeth	Chauncey.
Trimmer, Bessie Mabel	Amanda.
Ullom, Charlotte Devol	Germantown, Pa.
Vanasdal, Rosetta Ellen	Newark.
Walsh, Emma Evelyn	Athens.
Ward, Lenna Ethel	Athens.
Warren, Samuel Cyrus	Athens.
Watkins, Mary Carson	Athens.
Webster, Delpha May	Athens.
Welch, Edwin	Charleston, W. Va.
Welch, Wilson Johnson	Charleston, W. Va.
Whitmore, Charles Egbert	Buchtel.
Will, Anna Marie	McArthur.
Williams, Mary Margaret	Athens.
Williamson, Frances	Lancaster.
Wilson, Anna Belle	Guysville.
Wilson, Ralph Byron	Athens.
Wilson, Rosa Lee	Winchester.
Winters, Alice Frances	Coolville.
Winters, Inez Claire	Coolville.
Witters, Bertha	Lake.
Wolf, Clara Mae	Nelsonville.
Wolfe, Forrest Eugenie	Athens.

Wolfe, Joseph Herbert	Logan.
Woods, Austin Vorhes	Athens.
Woods, Olah Angell Hooper	New Martinsville, W. Va.
Work, Taswell Beaver	Circleville.
Young, Alice Clementina	Glouster.
Young, Elmer Ellsworth	Amanda.
Zenner, Roe	Athens.

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SUMMER TERM, 1905

Abry, Mary	Eden.
Adams, John William	Johnstown.
Agler, Charles Marshall	Eldorado.
Akers, Edna May	Florence.
Alderman, Lola Florence	Glouster.
Alderman, Nellie Addine	Athens.
Alexander, Rosanne Blanche	Chester Hill.
Alford, James Perry	Bremen.
Allen, Grace	Glouster.
Allen, Luther Rolla	Arbaugh.
Allen, Mary Besse	Athens.
Allen, May Belle	Howard.
Allison, Lola Maude	Steubenville.
Andrews, Harriet Rose	Chagrin Falls.
Armstrong, Mary Leota	Laurelville.
Armstrong, Pearl Daniel	Amanda.
Aschbacher, George Franklin	Oak Harbor.
Asher, Ethel Marie	New Holland.
Atkinson, Jenola	Zaleski.
Babione, Kathryn Agnes	Woodville.
Bailey, Cora Ethlyn	Lilly Chapel.
Bailey, Elizabeth	New Straitsville.
Bair, William Aaron	Celina.
Baird, Minnie May	Junction City.
Baker, Harley Ellsworth	Athens.
Baker, Mary Emaline	Athens.
Bankes, Joseph Walter	Crooksville.
Barnette, Jessie	Corning.
Batterson, Iva Pearl	Bryan.
Bay, James Campbell	Spratt.
Beal, John Calvin	Ashland.
Bean, Fanny Cozette	Athens.
Bean, Lonzo Gardner	Athens.
Beard, Solomon Frederick	Bluffton.
Bebout, Cary V.	Hebron.
Beck, Benton Brazelia	Thornville.
Beck, Ernest Ray	Thornville.
Beck, Jay Mitchell	Hicksville.

Beckler, Fred Hoadley	Mineral.
Bell, Bryce	Jeffersonville.
Bellamy, Permelia Margaret	Norwalk.
Bennett, Myrta Mabel	Hiram.
Bennett, Thomas Ralph	Athens.
Bertram, Minnie Louemma	Steubenville.
Biddle, Cleophas Genevieve	Athens.
Biddle, Victor	Athens.
Bingman, Carl Wilson	Latrobe.
Black, Anice	Bremen.
Black, Daisy May	Athens.
Black, Edith	Bremen.
Blackstone, Wilbert Stanley	Cumberland.
Blackwood, Alma Grace	Guysville.
Blake, Mabel Edington	Nelsonville.
Blessing, Morna Florence	Washington C. H.
Bond, William Rufus	Idaho.
Book, Dorothy	Greenfield.
Bourquard, Alexander Burford	Marshfield.
Bourquin, Jessie Mabel	Taylorsville.
Bowen, Mollie Flannery	St. Marys.
Bowman, May	Massillon.
Boyce, Anna	Kingston.
Boyd, Ernest Carl	Columbus.
Boyd, Susanna May	Washington.
Bradley, Lulu Margaret	Napoleon.
Bradshaw, Josie Etta	Athens.
Braley, Mina Ethel	Athens.
Bricker, Garland Armor	Etna.
Brickles, Lulu	Athens.
Brohard, Myrtie May	Coalton.
Brookins, Allena May	Jackson.
Brown, Marie Elizabeth	Xenia.
Brown, Milton Maywould	Bremen.
Buchhagen, Edna Marie Priscilla Helen	Steubenville.
Buchhagen, Lillie Louise	Steubenville.
Bunger, Charles Simeon	Lewisburg.
Butcher, Orrie Allen	Wilkesville.
Calhoon, Alva James	New Lexington.
Cameron, Albert F.	Hillsboro.
Campbell, Iva Edith	Prospect.
Campbell, May	Glouster.
Carleton, Anna Matilda	Coolville.
Carman, Ralph Elliott	Unionport.
Carney, Ella Mary	Somerset.
Carpenter, Bertha	Bartlett.
Cash, Hamilton LaRue	Byesville.
Caster, Aura	Carpenter.
Caster, Lovina	Carpenter.
Chappelear, Faith	Athens.
Chappelear, Mary Loretta Burdsall	Trimble.

Chavis, Walter Martin	LaRue.
Christy, Orpha Anyse	Amanda.
Christman, George Washington	Athens.
Christman, Jacob Branch	Athens.
Clark, Clyde Alexander	Thurman.
Clark, Hannah Ethel	Thurman.
Clark, Helen	Thurman.
Clark, Lizzie Edith	Hillsboro.
Clark, Marguerite	Circleville.
Clark, Mary Chester	Hudson.
Clay, Wilma Myrtle	Delphos.
Clayton, David Roy	Athens.
Clifton, John Leroy	Homer.
Cline, Cecil Roy	Albany.
Coakley, Bessie Frances	Ashville.
Coe, Adella Marie	Linden Heights.
Coe, Sylvia Rosabel	Luhrig.
Colman, Grace	Canal Winchester.
Colville, Elizabeth	Alexandria.
Colville, Nancy Means	Carlisle, Ky.
Cone, Maud Rebecca	Cincinnati.
Conklin, Cora May	McCutchenville.
Conklin, Stella Augusta	McCutchenville.
Conn, Margaret Alta	Hemlock.
Cooley, Calla Ernestine	Athens.
Cooper, Mary Lizzie	Corning.
Coovert, Edward Alexander	Eldorado.
Cosgrove, Mary Evelyn	Circleville.
Cottrell, James Asher	North Star.
Coulter, Lewis Eldon	Malta.
Coultrap, Manning Gebhard	Athens.
Covey, Cora Lottie	Chagrin Falls.
Cowie, Etta Belle	Greenwich.
Cowles, Inez Laura	Wellington.
Cox, Ada	Nelsonville.
Cox, Clarence Clifford	Gillespieville.
Cox, Ellis Van Hise	Dayton.
Cox, Nell	Steubenville.
Craig, Olive May	Nelsonville.
Cramer, Clark W	Lowell.
Creamer, George Fulton	Businessburg.
Creed, May	Hillsboro.
Creighton, Omar Clark	New Holland.
Crooks, Floyd Stanley	Ashville.
Crotinger, Josie Pearl	Utica.
Crow, Herman G	Madison Mills.
Crow, Stanley Edwin	Jacksontown.
Crow, William Owens	Great Bend.
Cullison, Earl S	Mohawk Village.
Cullums, Nelle	Circleville.
Cummings, Jessie May	Bartlett.

Curran, Ella B.	Corning.
Curry, Adeline Gertrude	McArthur.
Cutler, Helen	Jasper.
Dailey, Martha Maria	Albany.
Dains, Frederick Wesley	Albany.
Darst, Minnie Kathryne	Shadeville.
Davis, Cena	Greenville.
Davis, Franklin	Athens.
Davis, John Boyd	Rio Grande.
Davis, Madora	Marshfield.
Davis, Thea Ora	Marshfield.
Davis, William McKindra	Coalton.
Davis, William Newell	Jackson.
Dawson, John Simpson	Higby.
Devlin, Anna Bernardine	Corning.
Dickerson, Harlan Jewett	South Zanesville.
Dille, David Alvin	Albany.
Dixon, James Floyd	Jackson.
Druggan, Elizabeth	Athens.
Druggan, M. Elsie	Athens.
Duffee, Janette	Marshfield.
Dumaree, Charles Henry	Golf.
Dumaree, Edward Louis	Golf.
Dunfee, Ethel Agnes	Torch.
Dunkle, Herbert Bothwell	Athens.
Dunstan, Flavia	Granville.
Dunstan, Lola May	Granville.
Dye, Sidney Ogier	Hamden Junction.
Dyer, John Brace	Ironton.
Eaton, Mary Jane	Circleville.
Eckstein, Grace	Kingston.
Edgerley, Grace	Johnstown.
Edmund, Walter Scott	Thornville.
Edwards, Birdie	Chillicothe.
Eggleston, Maude	Bloomingburg.
Ehmann, Vernella	Bucyrus.
Elder, Roy Porter	New Salem.
Eldridge, Amy	Bartlett.
Ellenwood, Charlotte Grace	Vincent.
Ellison, Mary Rosannah	Dexter City.
Ellison, William Edward	Lowell.
Ely, George Leonard	Wellston.
Essex, Goldie	Oak Hill.
Evans, Jennie Eliza	Caldwell.
Evans, Maggie Louise	Pataskala.
Evans, Zella May	Irondale.
Eversole, Leona	Plain City.
Farmer, Effie Jane	Steubenville.
Fattig, Perry Wilbur	Pickerington.
Fierstos, Clara Susanna	Canton.
Figley, Orville Foss	Chillicothe.

Finney, Estelle	Logan.
Finney, Joseph Ray	Waverly.
Fisher, Clarissa De Vere	Corning.
Fitzsimmons, Myra Leslie	Bucyrus.
Fletcher, George Everett	Wakeman.
Flinn, Cora May	Latrobe.
Fobes, Charlotte	Gambier.
Forward, Elizabeth Lynn	Plantsville.
Foust, Iva Gertrude	Plain City.
Frantz, Guy	Euphemia.
French, Nora	Mineral.
Friedrich, Mary Magdelene	Massillon.
Friel, Margaret Catherine	New Lexington.
Fyke, Laura May	Millwood.
Gaskill, Pearley	McArthur.
Geeting, Charles Franklin	West Manchester.
Geiser, Marian Sophia	Lancaster.
George, Claire Ethlyn	Uhrichsville.
Gibbs, Erma May	Bolin's Mills.
Gibbs, Myrta	Carpenter.
Gibbs, William Edward	Athens.
Giesey, Gertrude Frances	Smithfield.
Giesey, Julia Etta	Smithfield.
Gifford, Homer	Greenbush.
Gill, Sarah Rebecca	Oak Harbor.
Gillett, Ethel Ida	Athens.
Gillett, Kittie Rea	Athens.
Ginnan, Mary	Athens.
Goddard, Augusta Maria	Amesville.
Goddard, Frances Estelle	Amesville.
Goldsberry, Alice Ione	Athens.
Goodlive, Albert	Junction City.
Gordon, Josephus Malcom	New Lexington.
Gossett, Olive May	Dennison.
Graham, Fred	Trinway.
Gray, Fannie Katherine	Jacksontown.
Groner, Clara Estelle	Lisbon.
Grones, Addie Marie	Athens.
Gross, Haidee Coral	West Unity.
Groves, Blanche Cordelia	Lancaster.
Hall, William Loring	Portland.
Hamilton, Maude Leota	West Rushville.
Hamilton, Paul Ibbotson	Brownsville.
Hammond, Harriet Florence	McConnelsville.
Haning, Alma Marie	Athens.
Hard, Vinnie	Elmwood.
Hardy, Mary Theoda	Unionville.
Harper, Ada Geneva	Ray.
Harris, Charles Henry	Athens.
Hartley, Claire May	Hawk.
Harvey, Lon Lee	Lancaster.

Hastings, Laura Matilda	Athens.
Hatch, Henry Arlow	Athens.
Haungs, Katie Mary	Hamilton.
Hayes, Bertha	Wakeman.
Hays, Carrie Ola	Washington C. H.
Hays, Harold Lackeye	Jackson.
Heath, Blanche Ethel	Richmond Dale.
Hedges, Stanley Earl	Lancaster.
Henry, Anna Elizabeth	Kinsman.
Herbst, Georgia Sinclair	Steubenville.
Herbst, John Edwards	Steubenville.
Herrold, Grace May	New Plymouth.
Herrold, Mary Elizabeth	Nelsonville.
Herrold, Sarah Alletta	Nelsonville.
Heyman, Roscoe Winfield	Bellevue.
Hickman, Mildred Madaline	Nelsonville.
Higgins, Alice Beatrice	Athens.
Higgins, Annette Amity Amanda	Athens.
Higgins, Nina Gertrude	Athens.
Higgins, Winifred Belle	Athens.
Hill, Carl	Canaanvile.
Hill, Florence Belle	Chicago Junction.
Hillery, James Owen	Bloomville.
Hiser, Chares T.	Marshall.
Hisey, Clendon J.	Johnstown.
Hixson, Caroline	Athens.
Hixson, Sarah Ethel	Athens.
Hoerner, Gladys	Euphemia.
Hoerner, Osa	Euphemia.
Hoffman, Charles Austin	Euphemia.
Hoffman, Harry Austin	Euphemia.
Hoffman, Maude Florence	Circleville.
Hoisington, Katie Elizabeth	Athens.
Holden, Myrtie May	Wakeman.
Hooper, Dollie	Athens.
Hooper, Emmett Lorenzo	Athens.
Hooper, Hettie	Athens.
Hoover, Benjamin Franklin	New Salem.
Hott, Mary Alla	Commercial Point.
Howard, Bertha	Nelsonville.
Howe, Mary Blanche	Athens.
Howell, Willie Herbert	Lone Cedar, W. Va.
Howell, Zona Belle	Trinway.
Hughes, Nannie	Chillicothe.
Hughes, Rosa Ella	Lancaster.
Hughes, Susie Talmage	Chillicothe.
Hunsicker, Mabel Leona	Byer.
Hunter, Bessie Ruth	Vincent.
Hunter, Edith May	Marshfield.
Hutchins, Flora Estelle	New Straitsville.
Hutchison, Gertrude	Baltimore.

Hutt, Mary Mabel	Waverly.
Hyde, Crawford Fulton	Frankfort.
Immelt, Joel	Higby.
Jacoby, George William	Long Bottom.
James, Clelie	Zaleski.
Jeffries, Henrietta Maud	Shadeville.
Johnson, Aldis Adelbert	Farmdale.
Johnson, Goldie May	Basil.
Johnston, Grace	Athens.
Johnson, Marie	New Lexington.
Johnston, Thomas Purley	McArthur.
Jolly, Verna May	McArthur.
Jones, Arthur Alan	Kingston.
Jones, John Lewis	Pataskala.
Jones, Mary Kathryn	Oak Hill.
Jones, Mayme	Wayne.
Josten, Martin	Athens.
Kaler, Mary Engle	Athens.
Kenney, Anna	Zaleski.
Kenney, Ellen Lucy	Zaleski.
Ketcham, Victor Alvin	Corning.
King, Carrie	Wilkesville.
Kinner, Charles R	Coshocton.
Kinney, David Nicholas	Staunton, Va.
Kirkbride, Carl Chester	Ringgold.
Kirkendall, Emmett Royal	Athens.
Kling, Emma Elizabeth	Rio Grande.
Knowlton, Cora Belle	Athens.
Koehler, Anna	Pomeroy.
Koons, Herbert Nelson	Athens.
Kraemer, Inez MaBelle	Lancaster.
Kratsch, Emma Sophia	Massillon.
Kraus, Eva	Toledo.
Kumler, Nettie Elizabeth	Baltimore.
Lacy, Flora Belle	Dresden.
Lady, George Webster	Bethel.
Lady, William Franklin	Bethel.
Landes, Ira Leroy	West Salem.
Lawyer, Guy Walters	Thornville.
Le Favor, Ella	Athens.
Leake, Belva Inez	Lowell.
Leckliter, Grace	Worthington.
Lee, Goldie Wallace	Athens.
Lee, Homer Ray	Harrisonville.
Lehman, Raymond Deford	Haydenville.
Leichtenstein, Erla Evalina	Lisbon.
Leiter, Milton Monroe	Lewisburg.
Lewis, Elizabeth Evelyn	Grove City.
Lewis, Mary Adaline	Albany.
Leydorf, Clara Catherine	Perrysburg.
Light, Blanche Olivia	Guysville.

Lindsay, Jane	Lorain.
Link, Cora May	Oak Harbor.
Linville, Grace May	Circleville.
Lively, Bertha Alwilda	Albany.
Livingston, Alfred Erwin	Coolville.
Livingston, Calvin Clinton	Urbana.
Lloyd, May Rosamond	Norwalk.
Locke, Edna Winifred	Euphemia.
Lowe, Laura	Dennison.
Lower, Daisy Florence	Circleville.
Lucas, Elisha Edwin	Belmont.
Lutz, Amelia Rose	Fremont.
Lutz, George Wayne	Langsville.
Lynd, Carl	Ironton.
McArtor, Samuel Tilden	Fultonham.
McBride, Grace Edna	Belpre.
McBride, Lida	Ludlow, Ky.
McBride, Samuel Thomas	Coolville.
McCall, Hannah Edna	Coolville.
McCleery, Charles Darain	Lancaster.
McCleery, William Acton	Lancaster.
McConnell, Frank	Wakatomika.
McCoy, Eva	Columbus.
McCoy, Faye	Columbus.
McCoy, Harry Stuart	Eldorado.
McCoy, Matilda	Lancaster.
McCulloch, Minnie	Toronto.
McDaniel, John Edmon	La Junta, Colorado.
McFarland, Frank Theodore	Sunbury.
McGillivray, Clara	McArthur.
McGinnis, Mabel Beatrix	Frazeysburg.
McGinnis, Mary Edna	Frazeysburg.
McGough, Anna	Bridgeport.
McJilton, Laura Aetna	Forgy.
McKee, Effle	Nelsonville.
McKinley, Henry Milton	Albany.
McKown, Mary Lillian	Lancaster.
McLain, Samuel Trainer	Radcliff.
McLaughlin, Henry Max	Wilkesville.
McPherson, Odessa Marie	Albany.
McVey, Charles Don	Athens.
McVey, Frank Halbert	Marshfield.
Maddux, Ilo	New Holland.
Manley Bessie May	Pataskala.
Manshall, Margaret	Flint.
Maris, Francis Lee	Bethesda.
Martin, Catherine Regina	Jackson.
Martin, Earle Delver	Jackson.
Martin, Frank Otto	Marr.
Martzolff, Clement Luther	New Lexington.
Marvin, Grace Alicia	Cortland.

Mason, Ida May	Trimble.
Mason, Mabel Rose	Sugar Grove.
Matheny, Charles Morris	Athens.
Matheny, William Alderman	Athens.
Matz, Gertrude	Amanda.
Mauger, Emma Jeanette	Basil.
Mechling, Frank Ernest	Glenford.
Merritt, William Schory	Columbus.
Messenger, George Linnaeus	Chagrin Falls.
Miesse, Mae	Amanda.
Miesse, Orfa Bliss	Amanda.
Milhoan, Frederic Bradford	Shadyside.
Miller, Earl	Athens.
Miller, Fletcher	Athens.
Miller, Guy Dolphus	Athens.
Miller, Orla Glenn	Athens.
Miller, Orpha Olive	Wagram.
Miller, Verna Marie	Athens.
Mills, Blanche Aldine	Athens.
Mills, Elizabeth Frances	Athens.
Mills, Helen	Gallipolis.
Mills, Lelia Mary	Guysville.
Mills, Margaret Belle	Athens.
Mitchell, Ethel	Albany.
Mohler, Nellie Blanche	Albany.
Moon, Alice Emma	Warren.
Morgan, Sarah	Dennison.
Morgan, William Thomas	Bourneville.
Morris, Inez L.	Carroll.
Morrison, William Guy	Athens.
Morton, Blanche	Greenfield.
Mowery, Pearl Walter	Laurelville.
Murphy, Ella Cecelia	Nelsonville.
Myers, Clara Jennie	Canal Fulton.
Nau, John Harold	Carroll.
Neal, Muriel Katherine	Lancaster.
Nesbitt, Margaret Anne	Bellaire.
Nice, Leonard Blaine	Marshfield.
Nihiser, Melva Cordelia	Logan.
Norton, Willey Higby	Staunton, Va.
O'Connor, Delia	Alice.
O'Dell, Madge	Little Hocking.
O'Neal, Minnie Anita	Marietta.
Orr, Frank Forrest	Thornville.
Orr, Hattie Pearl	Athens.
Orr, Nettie Viola	Athens.
Osborn, Freeman Asbury	Long Bottom.
Osborne, Guy	Athens.
Parker, Emil Edward	Albany.
Parks, George Crawford	Hopedale.
Parrett, Blanche	Washington C. H.

Parrett, Mary Brunelle	Circleville.
Patterson, Attie Winifred	Athens.
Patterson, Lena Estelle	Athens.
Patterson, Gail	Bellaire.
Petry, David A.	West Manchester.
Phelps, Sadie	Lancaster.
Pickett, Florence	Athens.
Pigman, James Ord	Nellie.
Pittis, Horace Eugene	Tappan.
Place, Jesse Alfred	Qualey.
Plotner, Inez	West Mansfield.
Pomrenke, Minnie Bertha	Oak Harbor.
Port, Helen Ordea	Athens.
Porter, Francis Marion	Circleville.
Porter, Grace	McConnelsville.
Porter, Helen	Steubenville.
Porter, Mary Ellen	Circleville.
Porter, Ona Elnore	New London.
Powell, Myrtle E.	Findlay.
Preston, John Herrold	Athens.
Price, Clara Elizabeth	Baltimore.
Pugh, Virgie Agnes	Vincent.
Pullar, Eva Luella	Rushville.
Reed, Hazel	Uhrichsville.
Reed, Mary Frances	Wilkesville.
Reed, Mary Minerva	Albany.
Reeves, George Walter	Wellston.
Reichelderfer, Eva Grace	Strongtown.
Reynolds, John Fletcher	East Springfield.
Reynolds, Markward	Hallsville.
Richards, May Clare	Congo.
Richardson, Ella	Magrew.
Ridenour, Harry Lee	Glenford.
Ridenour, Ray	Glenford.
Riemann, Anna Louise	Lowell.
Riley, Lulu Livingston	Guysville.
Riley, Walter Emmett	Guysville.
Rine, Sarah Emily	Bridgeport.
Ring, Ferd Dorsey	Mt. Pleasant.
Ring, John Everett	Martin's Ferry.
Riter, Nicholas John	Ironton.
Roach, Louise	Athens.
Roahrig, Raymond Klein	Plainfield.
Robinett, Ida Iturea	Albany.
Robinson, Bankie	Newcomerstown.
Rohrbaugh, Minnie Olive	Calla.
Rohrer, Sallenda May	Magrew.
Romine, Elva Addine	Torch.
Rowles, Ethel Ellen	Bremen.
Rowley, Winifred	Gambier.
Rutherford, Bessie Blanche	Carpenter.

Rutledge, Ira Thomas	Huckleberry.
Rye, Abbie	Napoleon.
St. Clair, Anna May	Portsmouth.
Sale, Eva Cornelia	Worthington.
Sawyer, Fannie Belle	Circleville.
Sayre, Clara Emile	Fruitdale.
Scheidegger, Perry L.	Baltimore.
Schell, Elizabeth Magdalena	Lewisville.
Scheurman, Louise	Port Clinton.
Schlichter, Loraine	Portsmouth.
Schlosser, Frank	Eldorado.
Schwartz, Roberta Hazel	Auburn.
Seeman, Blanche Brown	McConnelsville.
Searles, Emma Blanche	Huntington, W. Va.
Secoy, Inez May	Athens.
Shannon, Joseph Alson	Berrysville.
Sharp, David Benjamin	Albany.
Sharp, Charles Forrest	Lucasville.
Shaw, Fred	Belle Center.
Shaw, Inez Edna	Ashland.
Shaw, Leonore Ellen	Ashland.
Shea, Mary Monica	Zaleski.
Sherman, Myra Orca	Shadeville.
Shields, Linnie Mabel	Guysville.
Shilliday, Clarence Lee	New Milford.
Shilt, Volney Jacob	Verona.
Shinn, John Francis	Christiansburg.
Shirk, Chester Elmer	Richwood.
Siebern, Ethel	Washington C. H.
Sines, Walter E.	Ulric.
Simpson, Rhea Mary	Belpre.
Sisson, Carrie Weatherholt	Pine Grove.
Skinner, Quippic Blanche	Wellston.
Slutz, Earl Ransom	Athens.
Smith, Anna Elizabeth	Waverly.
Smith, Anna May	Athens.
Smith, Blanche	Coolville.
Smith, Effie Dell	Rutland.
Smith, Flora Belle	Rutland.
Smith, Gilbert	Amanda.
Smith, Silvia Louise	Sullivan.
Snoke, Nellie Mae	Lancaster.
Snook, Eula Blanche	Hamden Junction.
Snow, Robert B.	Athens.
Snyder, Orin Earle	Mountville.
Souders, Cora May	Donnelsville.
Spohn, Burrell Blakeney	New Lexington.
Spore, Herbert Calkins	Oberlin.
Stage, William Addison	Lancaster.
Staneart, Amanda Eleanor	Darwin.
Staneart, Bessie May	Darwin.

Staneart, Erma	Darwin.
Staneart, Golda A.	Darwin.
Starkey, Edith Belle	Amesville.
Starkey, Mary	Glouster.
Steinmetz, John Jarvas	Pleasanton.
Steward, Mabelle	Stoutsville.
Stewart, Louis Bonar	Plainfield, N. J.
Strub, Anna	De Graff.
Swartz, Delbert Wilson	McArthur.
Swartzel, Mary Grace	Eldorado.
Tarbill, Alice	Atlanta.
Taylor, Esther Marcella	McArthur.
Templer, May	Belpre.
Theophilus, Lizzie	Glouster.
Thomas, Mary Eliza	Lilly Chapel.
Thompson, Bert McCune	Senecaville.
Thompson, Hattie May	Sardis.
Thompson, Nellie Blanch	Oak Harbor.
Timmins, Sylvia	New Carlisle.
Tinker, Arthur Whittaker	Athens.
Townley, Fannie Highly	Sidney.
Townsend, Florence Amanda	Carpenter.
Treuthart, Alice Cornelia	Portsmouth.
Trickett, Sarah Leora	Chauncey.
Tripp, Muriel Elizabeth	Holgate.
Trisler, John Lafayette	Hartwell.
Troutman, Florence	Winchester.
Trump, Elva Leora	West Manchester.
Trump, Sylvia Agnes	West Manchester.
Uhrich, Ferdinand Joseph	Loramie.
Vanasdal, Rosetta Ellen	Newark.
Vaughn, Maude Esther	Mantua.
Veh, Lizzie Mina	Oak Harbor.
Verity, Mabel	Nelsonville.
Voegtly, Nell Leona	Hannibal.
Voigt, Clara Catherine	Holgate.
Von Thron, Bertha Marie	Oak Harbor.
Vore, L. Dean	Athens.
Wagner, Bessie Holbrook	New Philadelphia.
Wagner, Julia Ann	Bucyrus.
Waggoner, Chauncey William	Sugar Grove.
Walker, Alice E.	Mt. Orab.
Walls, Callie King	Covington, Ky.
Walls, Louise King	Covington, Ky.
Walsh, Beatrice	Glouster.
Walters, Mary	New Straitsville.
Ward, Charlotte Rush	Kelley's Island.
Ward, Grace	Ashtabula.
Warren, Nehemiah Oney	Plantsville.
Warren, Samuel Cyrus	Athens.
Warrener, Anna Alice	Federal.

Weast, Flora Ellen	Fruitdale.	
Weaver, Walter Wayne	Homeworth.	
Webb, Muriel Elizabeth	Gnadenhutten.	
Webster, Delpha May	Athens.	
Weck, Anna	Plymouth.	
Weigel, Martha Helen	Salineville.	
Wells, Iva Zulema	Lancaster.	
Wemmer, Goldie May	Millfield.	
Wheaton, Fred Shepper	Athens.	
White, Charles Vern	Glouster.	
White, Clyde	New Concord.	
White, Ida	Albany.	
White, Myrtle	Albany.	
Whiteside, Clara	Long Bottom.	
Whitmer, Mary Eve	New Straitsville.	
Wiant, Effie Alma	Magrew.	
Wilcox, Bertha Amanda	Amesville.	
Wiley, Anna Lora	Athens.	
Wilkes, Ernest Constantine	Athens.	
Wilkes, Mabel Wilhelmine	Athens.	
Will, Anna Marie	McArthur.	
Will, James Bothwell	McArthur.	
Williams, Bess	Nelsonville.	
Williams, John Quincy	Athens.	
Williams, Lillian May	St. Marys.	
Williams, Mary Margaret	Athens.	
Williamson, Frances	Lancaster.	
Willison, Harry David	Croton.	
Wilson, Arthur Lawrence	Winchester.	
Wilson, Jennie	Worthington.	
Wilson, Ralph Byron	Athens.	
Wilson, Rosa Lee	Winchester.	
Wines, Eliza	Hebbardsville.	
Winn, Mabel Elizabeth	Rutland.	
Winters, Alice Frances	Latrobe.	
Winters, Inez Claire	Latrobe.	
Wise, Isel Amanda	New Lexington.	
Wittenmyer, Bessie Pearl	Benton Ridge.	
Wolfe, Effie Alma	Logan.	
Woolley, Bruce D.	Guysville.	
Wright, Ethel	Pomeroy.	
Wright, Ransome A.	Johnstown.	
Yaple, Odessa Laura	Chillicothe.	
Yeagley, Bertha May	Bucyrus.	
Young, Alice	Glouster.	
Young, Benjamin Franklin	Sarahsville.	
Young, Howard Oral	Beallsville.	
Young, Juanita Estella	Athens.	
Young, Lois Jeannette	Norwalk.	
Young, Nellie Vannetta	Athens.	
Zimmerman, Susie May	Albany.	—— 650

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Seniors	24
Juniors	14
Sophomores	61
Freshmen	140
Irregular and Special Students	36
Third Preparatory	93
Second Preparatory	112
First Preparatory	44
State Normal College	314
Electrical Engineering	109
Civil and Mining Engineering	24
Commercial College	154
College of Music	252
Summer School	650
Total	2,036
Names counted more than once	764
Total	1,272

GENERAL SUMMARY OF STUDENTS BY TERMS

	1905-6	1904-5
Spring Term, March 28, 1905, to June 15, 1905	494	387
Summer Term, June 19, 1905, to July 28, 1905	650	557
Fall Term, September 12, 1905, to December 22, 1905	466	358
Winter Term, January 9, 1906, to March 23, 1906	429	345
Total number of students, counting no name more than once	1,272	1,047

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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JUNE

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JULY

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SEPTEMBER

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OCTOBER

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NOVEMBER

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CALENDAR 1907

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Ohio University

ATHENS, OHIO

Established by Act of the Ohio Legislature, February 18, 1804

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to **Degrees;** others lead to **Certificates** and **Diplomas.**

The University now has a Faculty of Forty-Six Members, and includes the College of Liberal Arts, The State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Civil and Mining Engineering, The Department of Drawing and Painting, and The State Preparatory School.

Affiliated with Ohio University are The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio, and The Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

Facilities Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Twenty-five thousand Well-Selected Volumes in Library; Gymnasium and Field Athletics under the Careful Supervision of a trained Instructor; Women's Hall, Well-Appointed and Under Efficient Management.

Courses In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A.B., Ph.B., B. Ped., and B. S. Special Courses in Electrical Engineering, Civil and Mining Engineering, Business, Music, Drawing, Painting, Elocution and Rhetoric, and Physical Culture.

No Tuition Registration Fee of $5.00 per term. Summer Term will open June 25, 1906; Fall Term, Sept. 10, 1906; Winter Term, Jan. 7, 1907, and Spring Term, April 1, 1907.

Other expenses very reasonable.

Thoroughness Attend an old and a well-established institution which has an enviable record for *Thoroughness, Culture, and Prestige.*

Summer Term 650 students in 1905. The Summer Term of 1906 will open June 25th, and continue six weeks. No Tuition. Registration Fee only $3.00. Superior Faculty of 30 members. Full College credit will be given for work done.

The State Normal College of Ohio University opened Tuesday, September 9, 1902. A Training School to illustrate the best methods of teaching, is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

Catalogue, Etc. For Catalogue, other printed matter, and special information, address,

ALSTON ELLIS,
President Ohio University,
Athens, Ohio

UNIVERSITY CALENDAR, 1906.

Monday, January 8	Registration of Students
Tuesday, January 9	Opening of Winter Term
Friday, March 23	Close of Winter Term
Monday, April 2	Registration of Students
Tuesday, April 3	Opening of Spring Term
Sunday, June 17	Beginning of Commencement Week
Thursday, June 21	Commencement Day
Monday, June 25	Opening of Summer Term
Friday, August 3	Close of Summer Term
Monday, September 10	Registration of Students
Tuesday, September 11	Opening of Fall Term
Friday, December 21	Close of Fall Term

UNIVERSITY CALENDAR, 1907.

Monday, January 7	Registration of Students
Tuesday, January 8	Opening of Winter Term
Friday, March 22	Close of Winter Term
Monday, April 1	Registration of Students
Tuesday, April 2	Opening of Spring Term
Sunday, June 16	Beginning of Commencement Week
Thursday, June 20	Commencement Day
Monday, June 24	Opening of Summer Term
Friday, August 2	Close of Summer Term
Monday, September 9	Registration of Students
Tuesday, September 10	Opening of Fall Term
Friday, December 20	Close of Fall Term

SIGILLUM UNIVERSITATIS OHIENSIS
RELIGIO DOCTRINA CIVILITAS
PRAE OMNIBUS VIRTUS
MDCCCLXX

New Series Vol. III, No. 1

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COLLEGE OF ENGINEERING

...OF THE...

OHIO UNIVERSITY

ELECTRICAL ENGINEERING, CIVIL AND MINING ENGINEERING, CHEMICAL ENGINEERING

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OHIO UNIVERSITY

Location and Advantages.—Athens, the seat of Ohio University, is located in the south eastern part of the State, and can be reached from five different directions, over the H. V., B. & O., and K. & M. railways. Being in the midst of the coal mining industry, and in the greatest coal producing county of the State, exceptional facilities are offered for studying the application of electricity to this industry, for observing the practical methods of mining, and for obtaining actual experience in engineering practice. The topography of the surrounding country also offers exceptional advantages in practical field work in surveying and leveling.

Ohio University is a State institution, and a free library, now occupying the new Carnegie Library Building, literary societies, musical, scientific, and other organizations add much to the advantages of students. All the regular literary departments of the University are open to engineering students, if they choose to elect any of the general work there offered. The whole atmosphere of college surroundings is beneficial, and constitutes no small advantage over the purely technical school. In Ohio University small classes, usually ten to forty, and attention to individual students are advantages that cannot be overestimated.

EQUIPMENT.—Electrical Engineering: This consists, in part, of a large laboratory for Elementary Physics and Electricity, a laboratory for advanced Physics, one for electrical measurements, a lecture room, office, photographic dark room, photometry room, drafting room, a dynamo, motor and transformer laboratory, a shop, and a boiler and engine room. In all these, students have the advantage of practical training in the various phases of electrical and steam engineering work. Great expense has been incurred in equipping these departments of work, and additions will be continually made in order to keep up with the times and the increased enrollment. The power room contains a direct connected Thompson-Ryan-McEwen set, a Corliss engine belted to a 3-phase generator, and a vertical Erie engine, and the necessary switch-boards and other appliances; the steam power being derived from a 100 h. p. boiler located in an adjacent room. The dynamo laboratory contains a Westinghouse multipolar machine which can be used as a compound generator or as a motor to drive the countershaft to which are belted other machines, which in turn may serve different purposes for power and tests; for example a Western Electric arc machine, a Westinghouse bi-polar incandescent, a T. H. generator, a multipolar alternator, an induction motor (three-phase General Electric), a rotary converter with pulley, and a 10 h. p. multipolar motor and generator. There are also several motors of various designs from 1-4 to 1 h. p., and a small gas engine. In this laboratory are also several transformers of different sizes and makes, used for experimental and testing purposes. There are also the necessary switchboards, lamp-racks, load rheostats, measuring instruments in large number and variety, such as voltmeters, ammeters, wattmeters, electrodynamometers, tachometers, contact makers, etc.

Civil and Mining Engineering.—This department is well established and supplied with instruments and apparatus for properly presenting each subject in the course according to the most approved modern methods. This department was created by action of the Board of Trustees in the summer of 1904, primarily to provide adequate facilities for the training of young men to take active part in the development of the coal industry of southeastern Ohio. It has, however, a much broader scope, and the course has been so arranged as to provide thorough and practical training in Civil Engineering, and its relation to the mining industry. It has been allotted proper quarters consisting of an office, a lecture room, a drafting room, a laboratory and instrument room, a photography room, a cement testing laboratory, and a store room.

The laboratory contains four No. 1 transits, a Gurley

8-inch mining transit, two Ulmer 11-inch transits, and a Buff and Berger 11-inch transit. Also there are an Ulmer 18-inch Y-level, an Ulmer 14-inch Dumpy level, and two Gurley 20-inch Y-levels; also a Gurley Plane table, a Gurley compass and numerous other instruments essential to field work, such as tapes, leveling rods, range poles, hand levels, etc. The drafting room has thirty-two large tables with cabinets for drawing boards, paper, instruments, etc. It also contains a large mapping table for platting all surveys, a large blue-print frame and a washing tray, for making blue prints. The cement testing laboratory is equipped with the most modern and improved apparatus. It contains a Fairbanks improved testing machine, the Vicat, Gilmore's needles, moulds, sieves, etc. New instruments and apparatus will also be added as convenience and necessity require, and every effort made to keep the department up to date in every particular.

Chemistry and Chemical Engineering.—This department occupies one whole floor in the Center Building of the University, having a lecture room, an office, a preparation room, a general laboratory, two store rooms, two special laboratories, a scales room, a photography room. These are all very fully provided with the necessary chemicals, apparatus and appliances for properly carrying on all the work outlined in the various courses offered in this department.

The Department of Accounting and Commercial Law is finely equipped. It has a general book-keeping room, a bank, railroad, wholesale and commission offices, a stenography room, a typewriting room, and a penmanship room, besides offices and recitation room.

Likewise, all the departments in the College of Engineering, including Modern Language, Mathematics, History and Political Economy are commodious, well provided with proper libraries and other facilities, presided over by thorough specialists, and in every particular prepared to give students the very best instruction the country affords in everything pertaining to engineering work, and allied studies.

References.—Students in the Engineering departments find on file for ready reference a large number of technical periodicals, such as the Electrical World and Engineer, American Electrician, Electrical Review, Electricity, Electric Journal, Street Railway Journal, Engineering Magazine, Power, Scientific American, Scientific American Supplement, School Science and Mathematics, Physical Review, Science Abstracts, Engineering News, Engineering Record, Mines and Minerals, Journal of the Association of Engineering Societies, Journal of the Western Society of Engineers, Reports of State Engineering Societies, Cement, Railway Gazette, Journal of Franklin Institute, Electro-chemical and Metallurgical Industry, Journal of the Chemical Society (English), Journal of the Society for Chemical Industry.

COURSES AND DEGREES.— (1) **Regular Courses:** These cover a period of four years. In that time such subjects are considered as will prove most beneficial to the student in the practice of his profession. The proper attention is given to the theoretical phase of each subject, thus enabling the student to solve new problems and meet new emergencies as they arise. The course in Electrical Engineering leads to the degree of "B. S. in Electrical Engineering" and the corresponding course in Civil and Mining Engineering to the degree of "B. S. in Civil Engineering".

The requirements for admission to these courses are the same as for the Scientific Course in the College of Liberal Arts, except Latin is not required; extra work will, however, be required in German, French and Mathematics, if Latin is not taken.

(2) **Short Courses:** For those who for any reason are unable to undertake the four year courses, elementary courses haye been arranged for the study of the fundamental principles of Engineering, and for continual practice in the dynamo room, shops, drafting room and field work.

The requirements for admission to these short courses are (a) three terms of algebra—Fisher and Schwatt's rudiments complete, and Fisher and Schwatt's advanced

Algebra as far as Progressions; (b) plane geometry, Phillips and Fisher; (c) one year's English, including one term of rhetoric, and two of literature.

Particular attention is called to the fact that graduates of First Grade high schools will be able to complete either of the degree courses in four years; the short courses will in every case require two years. And students who finish either the long or the elementary course in Electrical Engineering are fully able to meet the requirements of the Ohio law relative to the examination and licensing of engineers.

Diplomas are given on the completion of the short courses in Electrical Engineering and in Civil and Mining Engineering.

Theses.—Each student graduating from one of the engineering departments prepares a thesis upon some subject involving more or less practical work in the laboratory or field. This must be approved by the head of the department before it is entered upon by the student; and must be handed in for approval and acceptance at least one week before Commencement Day. Work on theses should begin in the Fall term; but must begin not later than the beginning of the Winter term of the Senior year. One recent thesis was on the "Relation of Grain-size of Mild Steels to Their Magnetic Permeability Characteristics", a wholly experimental thesis on a very new subject. Another one was on "The Determination of the Physical and Electrical Properties of 'Advance Wire', " also a wholly experimental investigation of the new resistance alloy, called "Advance Wire".

Practical Experience.—Practical work is required in connection with the study of physics, chemistry, electrical distribution, electrical and magnetic measurements, drafting, shop work, accounting, steam engineering, railway, testing lamps and cables, direct current machines, alternators, transformers, polyphase machines, engines and boilers, construction of electrical machines, leveling, surveying, mining surveying, cement testing, road making, bridging and trussing, etc.

Practice is required for two years in the firing and care of boilers, and in running engines and dynamos, the college plant being used for this purpose Arrangements are made also whereby the city station and the Athens Brick Co 's power plant are available for practice. The Athens State Hospital has a fine lighting station which is utilized in the instruction of classes. There are in the immediate vicinity of Athens several mines operated by electricity. These afford excellent opportunity to study electrical power as applied to mining and mine haulage, and the practice in ventilating, timbering and tunneling; as well as affording opportunity for students who are prepared to do such work themselves. The question of the quality of coals, the character of waters used for generating steam, etc., afford the student who can analyze ores, coals, water, etc., additional opportunities for practice, and for employment.

When the graduate applies for a position, the first question asked him is "Have you had any experience?" In the Engineering Departments of the Ohio University both in the short courses and in the regular courses, you have systematic and consecutive experience in all that pertains to a lighting and power plant. electric traction, and haulage, leveling, surveying, mapping, laying out roads and designing bridges and roofs, and in making chemical analyses for various industries and commercial purposes. Not only do you learn thoroughly to operate and care for the boilers, engines, pumps, injectors, dynamos, motors, but you learn to overhaul and repair and adjust them. You perform all kinds of tests upon them. In fact, you build some of them after your own designs and patterns. This not only enables you to SAY YOU HAVE HAD EXPERIENCE, but gives you CONFIDENCE IN YOUR ABILITY TO DO all you say you can, even to tearing a machine down and building it up again, if need be, or in designing and building a new one, if called upon. For another example, you not only take your tool-box, step-ladder, and supplies, and do wiring, but you LAY OUT THE PLANS for various buildings, estimate the cost of materials, and draw up specifications covering the installation of the work. You not only study books on surveying, on mines and mine surveying, roadmaking and tunneling, and observe others do these things; but you take your level, your transit, your field book, your rod and chain, and go out and DO these for yourself, making a complete record and plat of all your work. You not only study Chemistry from a theoretical point of view, and HOW to make determinations, and percentages of composition; but you have your desk and outfit of apparatus and supply of chemicals, and actually MAKE all the analyses required for technical or industrial purposes. And so the "experience" is the kind that teaches HOW, but does it by actual performance, guided, of course, by the knowledge of the theory, or the WHY.

Opportunities.—There never has been such a demand for men prepared to take positions in drafting, electric lighting and railway work, power stations, mining plants, and all lines of electrical engineering work, as there is just at present. There is a growing demand for salesmen of electrical machinery and supplies, and for men with business qualifications to manage the practical affairs of the electrical industries, and to take charge of parts of their business interests. Good civil engineers are also always in demand. Students graduating from this department will find no difficulty in securing profitable employment. The rapid development of the mines of this vicinity has created a local demand for men with an engineering training. These demands are sure to continue for some years to come. It is these demands that we are aiming to meet in the training of our students. The regular course in Electrical Engineering contains what we think no similar course contains; namely a year's course of training in business. The graduate will thus be able to take a position either in the technical or business departments of any of the electrical industries. This course is especially adapted to engineering students. In all this work the principle of this department of the University is that the mind is none the less efficiently educated by combining the practical applications with the theoretical study of principles. It is believed that the student's opportunities are enhanced several fold, not only through his self-confidence thus gained, but his ability TO DO something as well as TO KNOW something.

Expenses.—No tuition. Contingent fee, $5 00 per term, or $15.00 a year Each laboratory course $0.50 per term in Electrical Engineering, and $1.00 in Civil Engineering. Board and room about $3 00 to $3.50 a week, or $40 to $45 a term, $120 to $135 a year. Books, probably $5.00 to $7 00 a term, or $15 to $20 a year. Taking the maximum cost, the total yearly expenses, exclusive of clothing and laundry will be less than $175. The minimum will be about $150 a year. A few can secure employment to pay at least a portion of this expense, though no inducements are held out on this ground.

Aid.—The Ohio University makes no promises of positions to prospective students. But the young man who conscientiously does what is assigned him to do, and makes a success of his college work, need have no fears about his future success. Of course we use our influence in helping young men secure positions. The fact that no one of those who has creditably completed any of the courses has failed to secure a good position, and that last last year we had calls for men we were unable to supply, should be a sufficient guarantee and encouragement to those about to begin the work. Our principal object is the thorough mental and practical training of men for the various lines of engineering work; and they are thus fully prepared to accept good positions.

Enrollment.—The enrollment in the College of Engineering increases from year to year, and better positions are awaiting still more engineers. For the year ending April 1, 1905, the total enrollment in the Electrical Engineering department of the University was 100. This number was nearly uniform throughout the year. The enrollment in the other engineering departments aggregated about 15, which number will increase rapidly as the departments become older. Work in Civil and Mining Engineering and in Chemical Engineering has only been organized one year.

REGULAR COURSES OF STUDY

Required Subjects for the Degree of Bachelor of Science in Electrical Engineering

Freshman Year

FALL TERM—Solid Geometry (4); Chemistry (4); German (4); College Rhetoric (3); Drawing and Descriptive Geometry (3).

WINTER TERM—Algebra (4); Chemistry (4); German (4); Argumentation (3); Drawing and Descriptive Geometry (3).

SPRING TERM—Plane Trigonometry (4); Analytical Chemistry (3); German (4); Leveling and Surveying (5); Drawing (2).

Sophomore Year

FALL TERM—Spherical Trigonometry (4); Scientific German (4); Direct Current Machinery (4); Electrical Catechism (2); Mechanical Drawing (2); Shop Work; Station Practice, University and City Stations (2).

WINTER TERM—Analytical Geometry (4); Scientific German (2); Accounting, Theory and Practice (5); Electrical and Magnetic Calculations (4); Electrical Catechism (2); Mechanical Drawing (1); Shop Work; Station Practice (1).

SPRING TERM—Differential Calculus (4); Scientific German (4); Accounting (5); Electrical Designing, Wiring and Armature Winding (2); Mechanical Drawing (2); Shop Work; Station Practice (1).

Junior Year

FALL TERM—Integral Calculus (4); Advanced Physics (3); Physical Laboratory, six hours (2); Dynamo Laboratory, Direct Current Machinery (4); Corporation Accounting (3); Shop Work; Station Practice (1).

WINTER TERM — Applied Calculus (4); Advanced Physics (3); Physical Laboratory (2); Commercial Law (3); Electric Railway (3); Telephony (3); Shop Work; Station Practice (1).

SPRING TERM — Advanced Physics (3); Physical Laboratory (2); Electrical Measurements (4); Electrical Distribution (4); Steam Engineering (4); Station Practice (1); Shop Work.

Senior Year

FALL TERM—Advanced Steam Engineering (6); Alternating Current Machinery and Appliances (4); English Literature (4); Political Economy (2); Electrical Measurements—Cables, Lamps, and Magnetic Testing (2).

WINTER TERM—Electrical Transmission of Power (4); Alternating and Polyphase Currents (4); Dynamo Laboratory, Alternators and Transformers (4); Physical Chemistry (3); Political Economy (2).

SPRING TERM—Central Stations, Design, Management and Testing (4); Dynamo Laboratory, Alternating and Polyphase Machinery (4); Contracts and Specifications (1); Electro-Chemistry (3); Thesis (5).

Required Subjects for the Degree of Bachelor of Science in Civil Engineering

Freshman Year

FALL TERM—Solid Geometry (4); Chemistry (4); German (4); Rhetoric (3); Drawing and Descriptive Geometry (3).

WINTER TERM—Algebra (4); Chemistry (4); German (4); Argumentation (3); Drawing and Descriptive Geometry (3).

SPRING TERM—Plane Trigonometry (4); German (4); Analytic Chemistry (3); Leveling and Surveying (5); Drawing (2).

Sophomore Year

FALL TERM—Spherical Trigonometry (4); Scientific German (4); Mining Surveying (2); Chemistry (2); Surveying (2); Perspective (2); Drawing (2).

WINTER TERM—Analytic Geometry (4); Scientific German (2); Stereotomy (3); Chemistry (4); Drawing (3).

SPRING TERM—Differential Calculus (4); Chemistry (3); Scientific German (4); Topographic Surveying (4); Drawing (3).

Junior Year

FALL TERM—Integral Calculus (4); Advanced Physics (4); Electricity (4); Highway Engineering (2); Railroad Engineering (3); Drawing (1).

WINTER TERM — Applied Calculus (4); Advanced Physics (4); Electricity (4); Details of Construction (3); Drawing (3).

SPRING TERM—Applied Mechanics (4); Electricity (4); Roof Trusses and Mine Timbering (4); Details of Construction (2); Drawing (2); Excursion (1).

Senior Year

FALL TERM—Geology (4); Roofs and Bridges (4); Tunneling (2); Graphic Statics (4); Engineering Construction (2); Excursion (1).

WINTER TERM—Astronomy (4); Hydraulics (4); Mine Lighting and Ventilation (2); Bridges (4); Thesis Work (4).

SPRING TERM—Civil Engineering—Contracts, Specifications, Laws, etc. (4); Sanitary Engineering (2); Thesis Work (12).

SHORT COURSE IN ELECTRICAL ENGINEERING

REQUIREMENTS—English: One term of Rhetoric, two terms of Literature. Mathematics: Three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Department of the University.

First Year

FALL TERM—Physics, Class Work and Laboratory (5); Solid Geometry (4); Direct Current Machinery and Appliances (4); Electrical Catechism (2); Drawing and Descriptive Geometry (2); Free Hand Drawing (2); Shop Work; Station Practice, University and City Stations (1).

WINTER TERM—Physics, Class Work and Laboratory (5); Algebra (4); Electrical and Magnetic Calculations (4); Electrical Catechism (2); Mechanical Drawing (2); Free Hand Drawing (2); Shop Work; Station Practice (1).

SPRING TERM—Plane Trigonometry (4); Electrical Designing, Wiring and Armature Winding (2); Electrical

Distribution (4); Steam Engineering (4); Mechanical Drawing (2); Free Hand Drawing (2); Shop Work; Station Practice (1).

Second Year

FALL TERM—Alternating Current Machinery (4); Power Plants (3); Chemistry or Spherical Trigonometry (4); Dynamo Laboratory, Direct Current Machinery (4); Mechanical Drawing (2); Shop Work; Station Practice (1).

WINTER TERM—Electric Railway (4); Electrical Transmission of Power (4); Telephony (3); Chemistry or Analytical Geometry (4); Mechanical Drawing (1); Shop Work; Station Practice (1).

SPRING TERM—Electrical Measurements (4); Central Stations (4); Analytical Chemistry or Differential Calculus (4); An Investigation and Report (2); Contracts and Specifications (1); Mechanical Drawing (2); Shop Work; Station Practice (1).

SHORT COURSE IN CIVIL AND MINING ENGINEERING

REQUIREMENTS—English: One term of Rhetoric, two terms of English Literature, Mathematics: Three terms of Algebra, Plane Geometry. These may be taken in the Preparatory Course.

First Year

FALL TERM—Solid Geometry (4); Physics (5); Drawing and Descriptive Geometry (6); Surveying and Leveling (3).

WINTER TERM—Physics (5); Algebra (4); English (3); Drawing and Descriptive Geometry (6).

SPRING TERM—Plane Trigonometry (4); Leveling (3); Mining Surveying (6); Drawing (4).

Second Year

FALL TERM—Electricity (4); Highway Engineering (2); Railroad Engineering (6); Topographic Surveying (6)

WINTER TERM—Electricity (4); Tunneling and Mine Timbering (3); Details of Construction (4); Mine Lighting and Ventilation (2); Drawing (4)

SPRING TERM—Electricity (2); Engineering Construction (3); Hydraulics (4); Sanitary Engineering (2); Roofs and Bridges (4); Excursion (1).

EXPLANATORY STATEMENT

Electrical Engineering

Drawing and Descriptive Geometry (3).—Church's Descriptive Geometry is used as a text in this subject. A course in Mechanical Drawing and Lettering accompanies it. Recitations twice a week and drawing three hours a week. Problems of right lines, planes, curves, tangents, normals, cylindrical, conical and warped surfaces, of shades and shadows are considered. This covers two terms. For the third term, the Mechanical Drawing of the two preceding terms is continued, and includes projections, intersections and development of surfaces, six hours a week. The fourth term's work consists in making enlarged drawings from blue prints of engine parts and details. Also practice in lettering, especially free hand lettering, is required through the term. Six hours a week in the drafting room is required. The fifth term requires first pencil sketches containing all measurements of such objects as pieces of laboratory apparatus, pieces of pipe containing a valve, an elbow and a union, a wheel, parts of machinery, head of polishing lathe, head stock of machine lathe, bench vice, etc. Some of these are drawn in both elevation and cross section, then transferred to scale on the drawing board and finished in proper form. The sixth term is a continuation of previous term, but requiring more complicated sketches and scale drawings.

Shop Work (4) — (1) Wood turning according to blueprints, and also from original designs; planing, truing and fitting in wood; mortising and tenanting; bracing, gluing and pinning; four hours a week in the shop.

(2) Iron turning, end truing, sandpapering, inside turning; machine thread cutting and fitting, splicing a shaft or bar; pipe cutting, threading and fitting by sleeves, elbows, unions, valves, etc.

(3) Bench work; sawing and filing brass, squaring, truing, fitting and soldering; construction of various useful devices; tapping, dieing, hand tool turning, and working to shape. General repair work in engine and boiler room. Electrical construction about the college buildings and dynamo laboratory.

The second year's work consists of a complete design of a motor and rotary converter, of $\frac{1}{4}$ to 1 H. P., construction of patterns from the original blue print designs, and building the machine, and finally making a complete test of the same.

Station Practice (2). This comprises practice in the care and operation of all the machinery in the college direct current station and the city alternating current plant. This is required to be done in the same manner as would be if the student were fully responsible as the operating engineer. Six hours a week in the two stations, for two years.

Direct Current Machinery. (4). A study of the construction, operation and testing of direct current dynamos, motors and other machinery. Sheldon's Dynamo Electric Machinery, Vol. 1, is used as a basis for this course

Electrical Catechism. (2) This is designed to give in the most direct and tangible manner an insight into the fundamental principles, throughout the whole field of electricity, and their practical application, as a foundation for the subsequent work of the course in Electrical Engineering. Shepardson's Electrical Catechism is used in this study.

Electric Designing—Wiring and Armature Winding. (2) A course of lectures on the design of electric circuits for various purposes, and also on the winding of various types of armatures; this is accompanied by individual work by each student in wiring, on the drawing board from measurements or floor plans, dwellings, college buildings, hotels, business blocks, etc., and in making estimates of all material for a complete installation; switch-boards, are also designed for certain purposes by each student. Several armature models for ring and drum winding are used and each student by means of real formed copper coils and by colored cords practices the various forms of winding, both direct and alternating, and then makes diagram drawings of the complete winding.

Advanced Physics. (3) An advanced course in theoretical physics throughout the year. Hastings and Beach has been used, also Carhart's University Physics, and Barker's Physics.

Physical Laboratory. (2) An advanced laboratory course of six hours a week to accompany the class work. References for this work are made to Ames and Bliss, Stewart and Gee, Ferry, Millikan, Miller, Nichols and others.

Dynamo Laboratory. (4) A course of 8 hours a week in the dynamo laboratory in studying the characteristics, regulation and efficiency of direct current machinery. Also lectures once a week. Swenson and Frankenfield is used as a text-book and laboratory guide.

Electrical and Magnetic Calculations. (4) This is a study of magnetic and electric laws through a large number of examples and original problems. Atkinson's Electrical and Magnetic Calculations is the text book used.

Electrical Measurements. (4) Two lectures a week in the theory, and 6 hours a week in the laboratory in the various methods of making electrical measurements of current, resistance, electro-motive force, capacity, inductance, etc Carhart and Patterson is used as a text book and laboratory guide.

Steam Engineering. (4) This course consists of a study of boilers, boiler settings, fittings, braced and stayed surfaces, properties of steam, combustion, chimney design, valves, engines—simple and compound, problems of pressure, power, indicators, governors, condensers, heaters, etc. Ripper, and Power Catechism are used in conjunction.

Advanced Steam Engineering (6). This consists of three recitations a week, Ripper's Steam Engineering, advanced course, being used, and six hours in the laboratory, testing boilers for coal consumption, horse-power and efficiency; calorific value of different fuels; per cent moisture in steam, and effect of reducing; furnace, flue and feed water temperatures, etc.

Alternating Current Machinery (4). A study of the construction, operation and testing of alternating current machinery. Sheldon's Alternating Current Machinery is used as a text book.

Electric Distribution for Lighting (4). Various forms of circuits for lighting, circuit devices, overhead, and underground forms of construction, the arc, arc lamps, incandescent lamps and circuits, carbonless lamps, etc., are studied. Crocker Vol. II is used as a text.

Electrical Measurements (2). This is a six-hour laboratory course in the photometry, efficiency and life of incandescent and arc lamps; insulation and break-down tests of wire and cable insulation; also magnetic properties of various samples of iron and steel.

Telephony (3). This is a study of the various forms of telephone apparatus, switchboards, signal systems, party lines, automatic exchanges, etc. Text-book, Kemster Miller's American Telephone Practice.

Electrical Transmission of Power (4). This is a study of the comparative merits of various methods for the transmission of power, and a detailed study of the electrical methods; the organization and development of hydraulic works; line construction; the commercial problem. Bell's Power Transmission is used.

Electric Railway (3). This course is a discussion of the general principles and practical aspects of the distribution of power for electric railways, and the modern methods of meeting the questions of complicated city systems, long interurban roads, and high speed undertakings. Bell's Distribution of Power for Electric Railways is a basis for this work, though actual cases, and proposed systems are carefully studied.

Alternating and Polyphase Currents (4). A more detailed study of the characteristics of alternating and polyphase currents; solutions of problems; regulation for combined output; efficiency and losses; measurements of power; alternating current motors and their characteristics. Jackson is the text-book used.

Dynamo Laboratory (4). Lectures once a week, laboratory work six hours a week on the measurements of self and mutual inductances, capacity; E. M. F. and current curves of alternators and transformers; measurement of alternating and polyphase power. Various references are used, such as Jackson, Sheldon, Nichols and others.

Central Stations (4). Lectures on the design, construction and testing of electrical generating stations, covering the boiler-room, engine and generator room, pumps, condensers, heaters, paralleling, switchboards, and special apparatus.

Dynamo Laboratory (4). Lectures once a week, laboratory six hours a week on the testing of single phase and polyphase dynamos, motors and transformers, for regulation, efficiency and general characteristics. Sheldon, Jackson, Nichols and other references are given.

Contracts and Specifications (1) Lectures or recitations once a week on forms of specifications. Special references on contracts are given. Original specifications and formal contracts are required from each student.

Thesis (5). This is a laboratory investigation carried on during the whole year by the student, but the credit is given in the spring term.

EXPLANATORY STATEMENT

Civil and Mining Engineering

It is the object of this Department to give the student a thorough and practical training in the theory of the various branches of Civil and Mining Engineering, and to give field, laboratory, and draughting room practice of such nature as will prepare the graduates for actual work; but no degree will be conferred in Mining Engineering. No attempt has been made to offer instruction in Mineralogy, Metallurgy, Assaying, etc., but the character of the work offered is of such a nature as to enable the graduate to take up the practical side of Mining, as carried on in the coal fields of our country.

The work in Drawing and Descriptive Geometry continues through the Fall and Winter terms of the Freshman year, and embraces a course in Mechanical Drawing, recitation work, and problems relating to right lines, planes, curved lines, tangents, and normals; to cylindrical, conical, and warped surfaces, and to shades and shadows.

The Surveying and Leveling, given during the Spring term of the Freshman year and the Fall term of the Sophomore year, comprises the following: Chain, Compass and Transit Surveying, the use of the Plane Table, and Leveling.

The student is required to keep his field notes in proper form, to plat all surveys, and to make profiles of all the level lines run. Conventional colors and methods are used in all work.

The Mining Surveying of the Sophomore year includes the surveying of the exterior and interior of a mine, locating shafts, pit mouths, etc.

The work in Perspective and Stereotomy as given in the Sophomore year includes, in addition to the work in the text book, a series of drawings illustrating the principles of Perspective Drawing, and detail drawings of cut stone for buttresses, wing walls, arches, etc.

In the Spring term of the Sophomore year, the work in Topographic Surveying is taken up, and embraces the following: The accurate measurement of a base line, and triangulating a given section. The topography is taken by means of a stadia and hand level. From the survey a map is made, contour lines are drawn, and conventional signs used to represent the different structures and objects that appear upon the map.

The work in Highway Engineering of the Junior year includes the construction and maintenance of public roads and city pavements. The various paving materials are studied.

The work in Railroad Engineering is taken up in the Fall term of the Junior year. A preliminary survey for a railroad is made and the topography taken. A contour map is drawn and a location projected. A preliminary estimate of materials and cost is made.

Under Details of Construction the following are among the subjects considered: Roof trusses—the different types, and the proper place to use them; roof coverings, cost, etc.; design of truss members, joints, etc.; the various methods of timbering a mine and supporting the roof: the tipple; the location of bridges, the various kinds of bridges, method of erection, etc.

The work in Graphic Statics, includes the determination of stresses in roof trusses and bridges by means of graphic solution. The same stresses are obtained by the analytic method, and comparisons made.

In the Fall term of the Senior year the subject of Tunneling and Tunnel Timbering is studied and discussed, and in the Winter term Mine Lighting and Ventilation is considered.

The subject of bridges is taken up during the Fall and Winter terms of the Senior year. Highway bridges are first considered, and the stresses determined in the Warren, Pratt, and Howe types. The different live loads specified for railway bridges is taken up, and stresses are determined in bridges of various types.

In Sanitary Engineering, the water supply, drainage, sewerage, etc., are considered.

EXPLANATORY STATEMENT

Chemical Engineering

It has not been thought advisable to lay out a course in Chemical Engineering, but the Chemical Department desires to call attention to the fact that students have here an opportunity to secure the training, both theoretical and practical, which is necessary to fit them for positions as chemists in the various industries. As our industrial system becomes more and more highly developed, it becomes even more necessary that waste of materials should be avoided and that uses be found for those products which have hitherto been of no value. It is the man with chemical training who is best fitted to accomplish these results, and hence we see that manufacturers are today employing chemists where similar establishments some years ago would have thought this unnecessary. Development in this direction has not reached its limit and to young men of fitness chemistry undoubtedly offers an attractive field.

The iron industry is an important one in this state, and as no furnace of any considerable size is operated without some sort of chemical supervision, a special effort will be made to give such training as is required in this industry. Other industries might be mentioned, but as there is none which might not be benefitted by the services of a skillful chemist this is probably unnecessary.

The following theoretical courses are offered: General Descriptive Chemistry (Course 1), Organic Chemistry (Course 3), Theoretical Chemistry (Course 4), Electro Chemistry (Course 5), Technical Chemistry (Course 8), and Metallurgy (Course 9); also the following laboratory courses: Qualitative Analysis (Course 2), Quantitative Analysis (Course 6), and advanced Practical Chemistry (Course 7). In these latter courses may be had analysis of coal, minerals, water, gas, iron, soils, fertilizers, foods, poisons, etc.

A department library is in process of accumulation and it is intended to make the collection as interesting as possible to men who are fitting themselves for industrial work. There are at present accessible to students the Journal of the Chemical Society (London), and the Journal of the Society of Chemical Industry. The files of the former are complete from 1875, the latter from 1901. Other periodicals will be added from time to time.

SOME POSITIONS

J. E. Snow, Associate Professor of Electrical Engineering, Armour Institute, Chicago, Illinois.

W. J. Risley, Instructor of Mathematics, Armour Institute, Chicago, Illinois.

A. C. Erwin, Prof. Phys. and Civil Engineering, South Florida Military College.

F. M. McAdams, Electrical Contractor, Petosky, Michigan.

Geo. Matt, Superintendent Nelsonville Electric Light Co., Nelsonville, Ohio.

T. L. Young, South Side Water Works Co., East Liverpool, Ohio.

A. J. Laverty, Supt. Luhrig Coal Co., Luhrig, Ohio.

J. A. Ely, Superintendent Orange and Passaic R'y Co., Orange, N. J.

E. C. Merwin, Municipal Electrician, Athens, Ohio.

B. E. Eckard, Electrical Engineer, A. I. Root Co., Medina, Ohio.

H. O. Dutter, Gas and Hot Water Heating Co., Defiance, O.

C. W. Millar, Assistant Electrician, Panhandle Shops, Columbus, Ohio.

A. G. Brown, Electrician, Denver & Rio Grande R. R., Pueblo, Colorado.

C. W. Murphy, member of firm, O'Kane-Hull Co., Columbus, Ohio.

D. W. Border, Home Telephone Co., Athens, Ohio.

C. C. Smith, Electrical Engineer, Cleveland Reduction Co.

F. H. Super, Installing Engineer, General Electric Co.

C. W. McDaniel, Electrical Engineer, Carbondale Coal Co.

N. C. Gibson, Electrician, Phelps-Dodge Copper Co., Bisbee, Arizona.

M. H. Williamson, Electrician, Athens State Hospital.

S. E Smith, Superintendent People's Electric Light Co., Bedford, Ohio.

B. F. Hambleton, Chief Engineer, Athens Brick Co.

G. E. McLaughlin, Assistant in Electrical Engineering, O. U.

W. A. Brown, Electrical Engineer, Jeffrey Co., S. Africa.

B. E. Morse, Testing Department, General Electric Co.

J. C. McMaster, Electrical Contractor, Columbus, Ohio.

H. F. Courtright, Electrical Engineer, Citizens's Gas & Electric Co., Elyria, Ohio.

C. F. Heiser, Foreman Special Test Department, General Electric Co.

E. L. White, Electrician, Cleveland State Hospital.

L. D. Thrall, Electrician, Cleveland State Hospital.

E. U. Cave, Electrical Inspector, Cincinnati Inspection and Rating Bureau.

G. G. Hibbard, Senior Operator, Substation, Passadena, Cal.

T. C. Hulbert, Electrical Engineer, Nelsonville Electric Light Co.

W. M. Matheny, Electrical Engineer, Gallipolis Epileptic Hospital.

S. M. Haffey, Electrician, Car Barn, Scioto Valley Traction Co.

W. H. Alleshouse, Goughnour Electrical Co., Canton, Ohio.

I. C. Eddy, Electrical Engineer, Continental Coal Co., Athens, Ohio.

T. Pelter, Foreman, Substation, Edison Electrical Power Co., Los Angeles, Cal.

O. L. Harper, Engineer, Hocking Coal Co., Carbondale, O.

J. C. Caldwell, Central Station, Scioto Valley Traction Co.

J. W. Judy, Central Station, Scioto Valley Traction Co.

R. E. Wilson, Westinghouse Electrical Manufacturing Co., Pittsburg, Pa.

D. L. Jones, Municipal Engineer, Glouster, Ohio.

V. D. Valdepares, Wagner Electrical Co., St. Louis, Mo.

W. W. Bechtol, Constructing Dept., Bell Telephone Co., Columbus, Ohio.

F. L. Groves, Engineer, Glouster, Ohio.

C. L. Walsh, Jeffrey Co. Columbus, Ohio.

C. H. Matthews, Jeffrey Co., Columbus, Ohio.

C. E. Cornwell, Erner & Hopkins, Co., Columbus, Ohio.

H. E. Pittis, Westinghouse Co., Pittsburg, Pa.

F. D. Eagan, Westinghouse Co., Pittsburg, Pa.

C. M. Sudlow, Engineer, Warren, Ind., Municipal Station.

W. A. Perry, Mine Electrician, Cambridge, Ohio.

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C. W. Waggoner, Assistant, Dept. of Physics, Cornell University.

H. F. Katzenback, Engineer, Warren, Ind.

L. W. Householder, Scioto Valley Traction Co., Ashville, O.

O. K. Shurtz, Electrical Engineer, Luhrig Coal Co., Luhrig, Ohio.

W. T. Williamson, Gen. Elec. Co., Construction Dept., Circleville, Ohio.

F. K. Sexauer, Line Inspector, Scioto Valley Traction Co.

H. E. Miller, Draftsman and Inspector, F. Modie, Architect, Lancaster, O.

David Lewis Jones, Engineer, City Station, Athens, O.

M. D. Stine, Scioto Valley Traction Co., Ashville, O.

C. L. Miller, Chief Electrician, State Hospital, Columbus, O.

A. M. Tucker, Assistant Engineer, State Hospital, Columbus, O.

J. C. Evans (Chem.), Chemist, Henry E. Wood & Co., Assayers, Denver, Col.

H. S. Paine (Chem.), Teacher of Science, Fort Smith High School, Fort Smith, Ark.

E. V. Tuttle, (Chem.), Assistant Chemist, Mallinckrodt Chemical Works, St. Louis, Mo.

Frank Hawkins (Chem.), Assistant, Department of Chemistry, Cornell University.

The Spirit of Melancholy in English Literature*

GEORGE SPRAU.

"Human life," says Schopenhauer, "oscillates between pain and ennui, which two states are indeed the ultimate elements of life. Driven by fear of ennui, men and women rush into society, thinking to gain a fleeting pleasure by escaping from themselves". However unwilling we may be to subscribe to this pessimistic doctrine of life in its unqualified form, yet we may accept it as a text suggestive of thought and a subject interesting for investigation. Life indeed is an oscillation, a succession of contrasted experiences, a swinging of the pendulum of immediate consciousness through the realm of psychic activities. But it is not so much an alternate dipping into pain and ennui, which differ from each other only in degree, as it is a continuous recurrence of periods of high vitality and weariness, of pleasure and pain, of joy and sorrow, of hope and despair. A dual aspect in reality everywhere presents itself in natural phenomena as a condition of man's existence. Season follows season, every summer has its winter, every day its night. There are springtimes decorated with blooming flowers and made vocal by the singing birds. There are autumns when the flowers have lost their freshness, and the only music is the moaning of the wind and rustle of the leaves. "There is a time for all things", sayeth Koheleth, "A time to weep, and a time to laugh; a time to mourn, and a time to dance". This continuous rhythmic change in the world about us plays on our lives, enlists our sympathies, until the spirits and souls of men are tuned to vibrate as concordant tones in the one grand chord of the universe, the rhythm of infinity. So closely is man related to environment that, whether he will or not, its various moods are imaged and reflected in his soul's being. Its smiles, its frowns, its sunshine and its clouds make impressions on his physical organism that by translation becomes states of psychic experience. In accordance with the laws that deny complete isolation to man, and the instinctive impulse for living that provokes activity, life becomes a constant variation of experience. It has its times of light and shadow; its periods of joyous vitality, of weariness, of fatigue; its sunshine, its clouds, its rain. Its storms are followed by days of calm; its hopes blasted by grim despair. "We are what suns and winds and waters make us", says Landor, and perhaps his observation speaks more than a mere half-truth. Though we may seem to be conscious of an independent spirit that chooses and directs the sequence of psychic activities, yet no conscious state of thought and emotion is free from imagery and interpreted impressions of the phenomenal world; and while these impressions, in the ultimate analysis, may not absolutely condition the soul's existence, yet so great is their modifying influence, and so close their relation, that one law is the order of all life.

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> "Sea, wind, and Sun, with light and sound and breath
> The spirit of man fulfilling—These create
> That joy wherein man's life grown passionate
> Gains heart to hear and sense to read and faith
> To know the secret word our Mother saith
> In silence, and to see, though doubt wax great,
> Death as the shadow cast by life on fate,
> Passing, whose shade we call the shadow of death."

Men seek the society of their fellows, engage in every enterprise, impelled by the instinctive impulse for living, and for the joy that comes with the exercise and functioning of powers. Ennui is the weariness and depression resulting from restrained impulses or the fatigue attendent upon strenuous action.

It has been said that pleasure and pain differ from each other only in degree; that the highest pleasure sufficiently intensified becomes the most excruciating pain. Whether or not this truth has become a scientific fact may be open to question, but certainly it is one of the basic principles of life, and a factor that must be taken into consideration before any judgment of the expressions of human experiences can be intelligently formed. The muscular activity that makes the child delight in morning games, if prolonged throughout the day, is accompanied by fatigue and weariness instead of joy. The first rays of the morning sun dance with pleasure in the sparkling eye, but weary with the day's length we close the eyes to find comfort in darkness and sleep. The delicate wave pulsations of the air fall upon the ear and set its tender cords in harmonious vibration that becomes music to the soul; but continue the same vibration until the strength of the ear is strained, and the sweetest tone of music becomes a torturing pain. All physical activity ceases to give pleasure when the vitality of the organism is spent or when some accidental force disturbs the normal functioning of its parts. The sum of physical effects is focused through the nervous system in the brain and gives coloring to the soul's self, so that every life experience is modified and gathers a peculiar significance from the immediate psychical and physical conditions under which it was endured. Matthew Arnold may have stood on Dover Beech a hundred times, yet only once was his conscious vitality so tuned and centered as to respond in song. Gray may have sat in the little graveyard at Stoke Pogis on many an evening, but his soul needed the disturbing influence of an uncle's death and visions of blasted hopes to provoke an Elegy.

Life, then, is a continuous shifting of consciousness from one phase of experience to another, a constant wave—like rise and fall of vitality, of interest, of mental attitude, of spiritual vision; while from the cradle to the grave, there is a swing of greater amplitude through longer periods of variation. Hope, longing, and high ideals break into conscious life, gradually rise, expand, become more intense. The climax is reached when some little shifting of parts, some accidental or unforseen condition, some seemingly impossible end disturbs the imaginary world, and, like the boy's block-house, it falls a heap of ruins. Then all seems lost. The world of beauty and order has become a ruined heap; hopes and ideals lie buried in the rubbish; melancholy and despair hang like a cloud over the ruined life, shut out the light, and force the soul to shrink into itself. Soon, however, the cloud rises and through the mist there gleams a ray of light. A new vision shines on the horizon of life,—the dawn of a new heaven and a new earth. Hope smiles up from the ruined heap. New plans and modified ideals grow out of the experiences of the past. We build again only to be wholly or partially destroyed.

The rapidity of change is by no means regular, and must necessarily vary greatly in different individuals and races. It depends largely, perhaps almost exclusively, upon the physical organism and environment under which one lives. In some the ideal construction is slow and stable, the growth continuous, not easily destroyed or violently disturbed. The periods of depression are slight and of short duration. In others the ideal world is of mushroom growth but unstable equilibrium. The times of melancholy are frequent and of longer duration. Some live continuously on the verge thrown this way and that by the slightest accident. In some the vision appears almost instantly, in others only after a long and arduous struggle; in some not at all. When the periods of depression are unusually prolonged, or follow each other in rapid succession, we look upon the subject as abnormal or mentally diseased. This characteristic in Hamlet has led to the controversy among critics as to whether or not Hamlet was insane. Prolonged meloncholy is at the heart of Byron's life and song. Sadness and resignation ever return as the common chord of Arnold's poetic experience.

Expression is the natural form and method of relieving the strained tension of psychic states and conditions. The most acute anger and joy are relieved by crying, sometimes also by words and actions. When the emotion of passionate love is strained to the highest tension it drives the lover to express his love and to make confession to the one who has inspired it. If hindered in this, if opportunity is denied, if the sympathetic participation that relieves the strain is withheld, it increases until at times the victim becomes mad or seeks relief in suicide. Melancholy also is relieved by expression. In the depth of despair and gloom the soul seeks fellowship and sympathy. It drives the sinner to repentance, the criminal to confession, the poet to song. Through expression and the comforting sympathy of sharing fellowship the burden is lifted and the vision of hope rises like a ghost in the night. So in literature melancholy is the expressive overflow of the gloomy side of life; the longing for dawn in the depth of darkness; the struggle to return to the sunshine and flowers of spring when the clouds and snows of winter freeze round the heart. It is the stirring of a wind to drive away the clouds that hide the twinkling stars. It flows spontaneously from the heart like the cry of a child tired of everything and longing for rest. When the plans of life, all that he hoped and longed for, are completely overthrown, and realization of ideals is made impossible by the death of one upon whom all depended, Gray seeks the grave of his friend, meditates on life and death, writes the Elegy. The death of Hallam brings Tennyson face to face with life, death, and immortality. His immature experience finds no justice, no immediate, satisfying hope. He writes

"Break, break, break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

Break, break, break,
At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
Will never come back to me."

Meditating on the meaning of life, Shelley in a vision sees a beautiful swan, and speaks from the depth of life,

"Thou hast a home
Beautiful bird; thou voyagest to thine home,
Where thy sweet mate will twine her downy neck
With thine, and welcome thy return with eyes
Bright in the lustre of their own fond joy.
And what am I that I should linger here,
With voice far sweeter than thy dying notes,
Spirit more vast than thine, frame more attuned
To beauty, wasting these surpassing powers
In the deaf air, to the blind earth and heaven
That echoes not my thoughts."

In a time of hopeless darkness, when the possibilities of life seem limited and consumed, the chosen people of God give voice to their anguish in the words of the Preacher, "Vanity of vanities, all is vanity." Schiller weeps over the lost Eden of humanity. Omar Khayyam writes his Rubaiyat.

Melancholy is an experience no less natural than joy.

Half of the world is always wrapped in night; clouds are as common as sunshine; tears as expressive as song. Man lives in a world, and accepts life on conditions for the most part not under his control. The element of uncertainty enters into all his expectations and prophecies. "Who knoweth what a day may bring forth?" is the principle upon which man always acts. New and unfathomable mysteries hover close around the finite soul and cast a fleeting shadow on the brightest joy.

> "We sow the glebe, we reap the corn
> We build the house where we may rest,
> And then, at moments, suddenly,
> We look up to the great wide sky,
> Enquiring wherefore we were born,
> For earnest, or for jest?"
>
> God keeps his holy mysteries
> Just on the outside of man's dream.
> In diaphason slow we think
> To hear their pinions rise and sink
> While they float pure beneath his eyes,
> Like swans adown a stream."

We are interested primarily in life; not so much, perhaps, in the study and formulating of the abstract conception, as in the concrete living, the throbbing of the heart, the expansion of mind, the flight of soul. It is this aspiration, this instinctive eagerness to live, to extend the possibilities of vitality, to exercise and develop all the functions of which man is capable that moves him to action and leads to growth. Living is the center, the nucleus that lends attraction to all the varied interests of men. Whether the immediate phantom be fame or knowledge, physical strength or gold, the quintescence of his hopes and efforts is power; power to widen the fields of authority; power of conscious activity in more numerous elements of his being; power to correlate and coordinate these activities in new and strange relations. So the chief problem of life becomes an attempt to harmonize isolated experiences, the real and imaginary, the imperfect and ideal. In the details and circumstances attendant upon this solution races like individuals differ from each other, yet there is in it everywhere a peculiar sameness, a something that gives it a constant timbre or tone-color though it may vary in pitch and power. Whether the race be Hebrew, Greek, Roman, or Anglo-Saxon, the final cause of every impulse is to enlarge the possibilities of life, and to intensify real living. Every expression, though colored by locality and conditions, whether it be architecture, war, science, art, or religion stands as a monument erected by the experience of a race in its search for the meaning of existence.

Literature, like all art, is the expression of experience. Seriousness and truth alone give it beauty, a charm, and useful meaning to men. Experience is necessary to make as well as to appreciate and appropriate. The human heart breaks forth in songs of joy or sorrow only after it has lived it. Men never sang the honors of darkness, nor the splendor of the stars before they lived in night. Only when Israel was lost in misfortune and despair did she catch the vision of a Savior and an Eden not lost but to come. In the depths of agony and affliction Job searches for hope and cries, "If a man die, shall he live again?" In the garden of Gethsemane, Jesus prays for strength; on the cross he cries out, "Why hast thou forsaken me?" So all real literature has its fountain head deep in the soul's life. It flows from the inmost heart, reflecting alike its sunshine and shadows, its smiles and tears, its melancholy and its hopes. A great man is one whose heart throbs with the rhythm of a race's life. If he can give artistic expression to his thoughts and emotions it will be literature. The spirit of his experience will reflect the *Zeit-geist* of his age and blend with the spirit of his race. It will contain the elements that make possible its appreciation and appropriation. Whether its spirit be brightness or gloom, so it be genuine, serious, true, it will find some place in the larger life.

The life of the early Anglo-Saxons and other races that have become constituent elements of the English was not such as would develop fine artistic temperaments or provoke abundant literary expression. The physical features and climatic conditions of their immediate surroundings compelled them to direct their energies toward self-preservation, sustenance and comfort, rather than toward enjoyment. They were compelled to take interest in the useful rather than the beautiful. Man must be assured of existence before he can develop the beautiful and artistic. The thirsty tree produces no fruit; the unnourished flower brings forth no bloom. So these races were driven by nature to build homes for shelter, to battle with the elements for food. Consequently they were not highly imaginative, but rather given to practical thought and reason. Towards the stern forces against which they struggled they even maintained a religious reverence and mysterious awe. The gloom and melancholy so abundant in the surrounding world inevitably took deep root in the character of the race. Driven by necessity to a strenuous life, they became serious in every mood and enterprise, for nothing was trivial or without purpose. Every undertaking was an issue of life and death; every change of circumstance left its impress on the heart. In this stern school they became courageous, heroic. Each day brought its battles, contentions with hostile tribes and with the forces of nature. Victory brought pride and rejoicing; defeat, hopelessness and despair. All this was colored by the home, the shelter from struggle and pain. From this life the first outbursts of literature were expressions of comfort in home life and songs of praise for heroes and victorious battles. It is, for the most part, bright and hopeful; yet like most early literatures it is filled with superstitions and mysterious fear that reflect the melancholy spirit of life. But the themes are not found in the passions of individual men, and only little of personal experience is reflected in song. They were interested in the sublime, the terrible, the communistic; in things outside of self, the tribe, or clan, its heroes, its enemies, its struggles, its victories. Their joy was lost in that of the tribe, their melancholy shadowed by its despair.

With the introduction of Christianity the spirit of English literature is decidedly changed. The feeling of reverence and awe toward mysterious nature gives way to a simple faith and childlike trust in God. He rules, rewards the faithful, punishes the sinner, but cares for both. God is the subject of supreme interest. He gives, he orders, he directs. His ways must not be questioned. He must be loved, worshiped, trusted. From the simplest song to the long epics there is one note of praise to God. The interest is not in men but in God, in the angels, the creation of the world, sin, heaven, and hell. Melancholy is lost in a vision of hopeful splendors in a world to come. Every expression is full of joy in the escape from darkness and mystery. All the misfortunes of the individual and of the race will be corrected in the world to come. Piers the Plowman laments the grievances of social conditions, but rejoices in the time when society will be perfect. The literature from the introduction of Christianity until the Elizabethan period was connected with the church and monasteries. Here were the seats of learning, and this life of religious faith and confidence is the only life that found expression in letters. The great meaning of life, the riddle of existence seemed forever solved. Mystery had faded; all was clear. Every inquiry that had grown out of the race's experience was answered. Doubt was dead; joy was the ruling spirit of life; joy in all-wise God, in the revelation of mystery. Time alone could bring broader experiences, deeper inquiries, and then a new skepticism.

The first great outburst, spontaneous overflow of life in artistic expression, known as the Elizabethan period is characterized especially by a deep interest in man. His passions, his relations, his institutions are the subject of drama and essay. It was a time of high national life, as it were, the dawning of national self-consciousness. The struggle for existence was over; the enemies from within and from without were overthrown. The War of the Roses had given the death blow to Feudalism; the Reformation was one step forward in religious freedom; the defeat of the Armada left England master of the sea and opened a new world of possibilities for research and development. This spirit of intense national vitality was breathed forth in exultation and joy. It was the springtime of national life and, like a tree planted by the river of waters, whatsoever it did prospered. The *Zeit-geist* breathed over all a spirit of brightness, hope and adventure. It found expression in action, doing, planning, in learning the use of powers. Thought and introspection were lost in the practical illustration and application of what was known. Interest was centered in large enterprises. Mammoth schemes and undertakings everywhere solicited attention. In this flood tide of national vitality melancholy was lost; its feeble cries were drowned in the mighty roar of life. It had no place in the nations experience, it was reduced to a minimum in the individual. When the crowd rejoices men forget their personal sorrows. The artistic impulse naturally was born from great literary themes, whose subject matter was found in *a priori* vision. Analysis and induction were breaking their first paths for thought but deduction still held the right of way in the realm of mind. Great truths were caught in visions and pictured alike in drama, essay, and song. Spencer sings of the soul's life; Bacon writes of the sacred institutions of man; Love, Friendship, Truth, Justice, Work; Marlowe, paving the way for Shakespeare to picture the inmost heart and soul of man, gives us "Dr. Faustus", and "The Jew of Malta." But there comes no voice of sadness like the sound of cry in the night, of a heart in despair.

Shakespeare represents the culmination of this age of glory. His visions were more universal, more extensive. His insight penetrated farther into the nature of things; he more truly grasped the cosmic relations of Man, life, and the moral world of reality. As if the inmost soul of man were spread out before him, he pictures human experiences in character after character swayed by circumstances and passion. Melancholy and gloom enter into the nature of his man, his life, his world. It plays its part in the portrayal of many of his characters; it is emphasized as the spirit of Hamlet's life. The equilibrium of Hamlet's life is disturbed by mysterious events which he cannot justify or understand. His self-consciousness is emphasized by the appearance of the ghost that intensifies his brooding until he holds himself responsible for things not under his control.

> "The world is out of joint; O cursed spite,
> That ever I was born to set it right."

His melancholy deepens until the strain finds relief in action, murder, and death. But Hamlet's melancholy is not only that of a particular individual, it is the melancholy spirit of humanity artistically centered in a single life. In his famous soliloquy he speaks not only for Hamlet but for the gloomy side of life.

"To be or not to be,—that is the question;
Whether 'tis nobler in mind to suffer
The slings and arrows of outrageous fortune,
Or to take arms against a sea of troubles.
And by opposing end them? To die,—to sleep,—
No more; and by a sleep to say we end
The heart-ache and the thousand natural shocks
That flesh is heir to,—'tis a consummation
Devoutly to be wished. To die, to sleep,—
To sleep! perchance to dream! Ay there's the rub;
For in that sleep of death what dreams may come
When we have shuffled off this mortal coil
Must give us pause; there's the respect
That makes calamity of so long life;
For who would bear the whips and scorns of time,
The oppressor's wrong, the proud man's contumely,
The pangs of dispriz'd love, the law's delay,
The insolence of office, and the spurns
That patient merit of the unworthy takes,
When he himself might his quietus make
With a bare bodkin? Who would fardels bear,
To grunt and sweat under a weary life,
But that the dread of something after death,
The undiscover'd country from whose bourn
No traveler returns, puzzles the will,
And makes us rather bear those ills we have
Than fly to others that we know not of?"

The hundred years immediately following the Restoration was an age especially characterized by sycophantic imitation both in life and in literature. The individual was of no importance; the court, the custom, the established dogma was everything. Politics had crystalized into parties, religion into sects, philosophy into schools. The individual thought, felt, and acted in accordance with the party, sect, or school to which he belonged. If there were any who became independent in thought, feeling and belief, they lived in silence, intimidated by fear of ostracism. This insincerity and imitation of society left its impress on the literature of the time. In form and content it conformed to fixed standards, aiming not at truth and the expression of deepest life but only to please the warped tastes and conventionalisms of the time. Young, indeed, tries to be personal, but in the end succeeds only in pandering to social customs with the hope of reward.

About the middle of the eighteenth century individualism begins again to assert itself. Government and political parties were measured by the standard of individual rights and requirements. Personal experience was outgrowing theological dogmatism, and found comfort in a religion that would help rather than a creed to tyrannize. The facts of natural empiricism began to undermine the foundation of established schools and systems. The authority of the past no longer satisfied or kept in restraint the flood of individual vitality. Literature began to flow from the heart deeply colored by personal experience. Established form was broken down. Men sang to relieve the tension of strained emotion, not to please by pandering to conventional form and manner. Gray pours out his own soul, and sings of its riches to himself even though unknown to others.

> "The boast of heraldry, the pomp of pow'r,
> And all that beauty, all that wealth e'er gave,
> Await alike th' inevitable hour.
> The paths of glory lead but to the grave.
>
> Full many a gem of purest ray serene,
> The dark unfathom'd caves of ocean bear;
> Full many a flower is born to blush unseen,
> And waste its sweetness on the desert air."

Burns finds his poetic Muse in the humble Cotter, the Daisy, and the Mouse. Nothing is low or mean, because he loves it, and his feelings are everything to him. The Cotter's simple faith, the songs that come from his untaught heart are exalted above the church's creeds and the music of its choirs. "A Man's a Man for a' That and a' That". He must be respected. Burn's poetry is full of expressions of simple emotions, of love, of hate, pleasure and pain, hope and despair. Wordsworth finds in the outside world new pages from the book of life and in the innocence of joy babbles forth an old truth made new by forgetting and remembering. In the depths of solitude he felt the passions, longings, mysteries of life. In the common flowers of the fields he could see the deeper beauties of a hidden soul.

> "To me the meanest flower that blows can give
> Thoughts that do often lie too deep for tears."

The waves and moanings of the sea could bring him visions and echoes from the spirit of another world.

> "Great God!
> I'd rather be a pagan suckl'd on a creed outworn,
> So might I, standing on this pleasant lee,
> Have glimpses that would make me less forlorn;
> Have sight of Proteus rising from the sea,
> Or hear old Triton blow his wreathed horn."

Through this self-assertion, self-expression, melancholy, perhaps unconsciously, finds its way in literature. Men found themselves deeply self-conscious. Their larger experience made new demands, presented problems and questions that the older institutions could not solve, answer, or satisfy. Wherever men turned their attention they were faced by the same injunction, "Work out your own salvation with fear and trembling." In this chaos of disturbed and destroyed phantoms, of individual longing, joy, hope, and despair, melancholy played a prominent part and found expression from simple unrestraint.

The nineteenth century dawned on a widespread political, intellectual, and religious chaos. The French Revolution had so completely overthrown the established political creed that not a stone of its structure was left in place. The old forms of government no longer adequate were lost, the new was not yet given shape. The individual, free from absolute subservience, acknowledged no restraint. His personality was everything; his rights, his feelings; his will must be respected. In this thirst for individual life and activity nothing was too sacred to escape attack and investigation; nothing too clearly and truly demonstrated to avoid suspicion. Society existed for the individual, not the individual for society. Its institutions must satisfy his needs, must develop his powers in actual living. Science, philosophy, and religion were weighed in the balance with individual requirements and found wanting. Criticism and empiricism in their search for truth left no line unread, no stone unturned to verify the claims of decadent systems. The anchors of faith were lifted, the sails were shifted, the course was directed toward an unknown sea. The angel of confidence and hope had taken flight and far in the distance with outspread wings waited the time of reconstruction; the spirit of skepticism and doubt hovered close over the ruins. A new *Zeit-geist* breathed in a different generation of men and heralded the advent of a new era.

The literature of the nineteenth century is a concomitant expression of the concrete life. It is permeated by the spirit of the age; enriched by unique ideals; inspired by deep emotions; brightened by newer longings and hopes. Distinct personal character becomes the theme of art. Personal experiences of men and women living under existing conditions become the subject of poem, drama and novel. The older method of *a priori* study was succeeded by induction and experiment. Acquaintance with the universal is sought in the study of particulars. Through the souls of men we catch glimpses of the soul of man. In this age of individualism melancholy is emphasized in literary expression. Like all other personal experiences it is given free expression, intensified by the general spirit of the time. The mystery that forces itself on the individual is echoed by mystery in the experience of the race. To the enquiring soul society could offer no dogmatic answer, for its problems, no positive solution. The dogmas of the past no longer served as holdfasts for the reaching life. The times of depression were deeper; doubt was more frequent; the longings of life less easy to satisfy.

"But often, in the world's most crowded streets,
But often in the din of strife,
There rises an unspeakable desire
After the knowledge of our buried life;
A thirst to spend our fire and restless force
In tracking out our true, original course;
A longing to inquire
Into the mystery of this heart which beats
So wild, so deep in us—to know
Whence our lives come and where they go.
And many a man in his own breast then delves,
But deep enough, alas! none ever mines.
And we have been on many thousand lines,
And we have shown, on each, spirit and power:
But hardly have we, for one little hour,
Been on our own line, have we been ourselves—
Hardly had skill to utter one of all
The nameless feelings that course through our breasts,
But they course on for ever unexpress'd.
And long we try in vain to speak and act
Our hidden self, and what we say and do
Is eloquent, is well—but 'tis not true!
And then we will no more be rack'd
With inward striving, and demand
Of all the thousand nothings of the hour
Their stupefying power;
Ah yes, and they bedumb us at our call!
Yet still, from time to time, vague and forlorn,
From the soul's subterranean depth upborne
As from an infinitely distant land,
Come airs, and floating echoes, and convey
A melancholy into all our day."

Arnold under different conditions speaks of his soul and the spirit of his age as,

> "Wandering between two worlds, one dead.
> The other powerless to be born."

and from the depths of depression cries out,

> "Oh, hide me in your gloom profound
> Ye solemn seats of holy pain!
>
> For the world cries your faith is now
> But a dead time's exploded dream."

Shelley wrestles with the same problem that brings at times a melancholy spirit in his life and song.

> "Mother of this unfathomable world!
> Favor my solemn song, for I have loved
> Thee ever, and thee only; I have watched
> Thy shadow, and the darkness of thy steps,
> And my heart ever gazes on the depth
> Of thy deep mysteries. I have made my bed
> In charnels and on coffins, where black death
> Keeps record of the trophies won from thee,
> Hoping to still these obstinate questionings
> Of thee and thine, by forcing some lone ghost,
> Thy messenger, to render up the tale
> Of what we are. In lone and silent hours,
> When night makes a weird sound on its own stillness,
> Like an inspired and desperate alchemist
> Staking his very life on some dark hope,
> Have I mixed awful talk and asking looks
> With my most innocent love, until strange tears
> Uniting with those breathless kisses, made
> Such magic as compels the charmed night
> To render up thy charge; and, tho' ne'er yet
> Thou hast unveiled thy inmost sanctuary,
> Enough from incommunicable dream,
> And twilight phantasms, and deep noon-day thought,
> Has shown within me, that serenely now
> And moveless, as a long-forgotten lyre
> Suspended in the solitary dome
> Of some mysterious and deserted fane,
> I wait thy breath, Great Parent, that my strain
> May modulate with murmurs of the air,
> And nations of the forests and the sea
> And voice of living beings, and woven hymns
> Of night and day, and the deep heart of man."

The melancholy spirit in English literature is the expression of natural experience. It is in no way indicative of pessimistic tendencies in the race, but is the reflection of the soul's struggle upward.

> "Half man's truth must hidden lie
> If unlit by Sorrow's eye.
> I by sorrow wrought in thee
> Willing pain of ministry."

The spirit of gloom and heaviness brings with it a seriousness that gives to life its sweetest tone. It is the mark of a great soul to have sounded the depths of human life: to have passed through the shadows; to have felt both the warmth and cold; not to have fallen a victim to their powers and remain in their clutches, but to have passed through and beyond; to have wrestled with the heartaches, the longings, the pains and sorrows that are necessary conditions of growth, and to be superior to them. Had the "Everlasting No" never been born in Carlyle's life then never could have been an "Everlasting Yea". The no, the negative, the night give the impulse and inspiration toward the yea, the positive, the day. We long for life and the experiences that it brings.

> "And thou, O River of To-Morrow, flowing
> Between thy narrow adamantine walls,
> But beautiful, and white with waterfalls,
> And wreaths of mist, like hands the pathway showing;
> I hear the trumpets of the morning blowing.
> I hear thy mighty voice, that calls and calls,
> And see, as Ossian ran in Morven's halls,
> Mysterious phantoms, coming, beckoning, going!
> It is the mystery of the unknown
> That fascinates us; we are children still,
> Wayward and wistful; with one hand we cling
> To the familiar things we call our own.
> And with the other, resolute of will,
> Grope in the dark for what the day will bring."

The Why, the Wherefore is written at the end of every chapter of existence. The inquiring mind reaches out in the mysterious unknown, developes higher powers and possibilities of living; more faculties are quickened into action and brought to play in more varied avenues of experience. The demands for exercise and satisfaction become greater, more urgent as the increasing vitality grows more and more intense. But every increase in vital energy, every addition to the powers of living enhances the possibility and depth of fatigue. The more faculties that can be brought into action, the greater the joy in life: but the accompanying feelings of weariness are proportionally deepened. The greater the longing and the brighter the hope, the deeper the gloom and despair. The aspirations of men will never all be realized. No matter to what heights we may have climbed, or from what lofty pinnacles we may look out over the broad vistas of experience and call them ours, yet there will ever be a beyond. Browning most beautifully says,

> "There is a world of capability
> For joy, spread round about us meant for us,
> Inviting us, and still the soul craves all,
> And still the flesh replies. 'Take no jot more
> Than ere thou climbst the tower to look abroad,
> Nay so much less as that fatigue has brought
> Deduction to it;' we struggle fain to enlarge
> Our bounded physical recipiency,
> Increase our power, supply fresh oil to life,
> Repair the waste of age and sickness; No,
> It skills not! life's inadequate to joy
> As the soul see joy, tempting life to take."

The perfection of bliss is in expectancy rather than attainment. "It is not what we do, but what we would do that exalts us". Not what we are but what we would be gives the charm and impetus to life. In this reaching out, this longing and struggle for the unknown and unrealized, there will ever be fatigue, weariness, melancholy. There will ever be times when the soul, overcome with the magnitude and sublimity of existence, will shrink into itself. As long as there is life there will be gardens of Gethsemane where men find balm for weariness and relief from pain in pouring out their souls to God. As long as death hangs like a dark curtain across the pathway of existence there will be Calvaries from whose crosses will be heard the outcries of anguished hearts, "My God, My God, Why hast Thou forsaken me?"

COLLEGE NOTES

President Ellis recently returned from Colorado whither he went to enjoy a brief vacation. He reports great material prosperity in northern Colorado, the result of the development of the beet-sugar industry and the feeding of thousands of lambs for eastern markets. It is estimated that these two industries will bring to the people of Fort Collins, and vicinity, gross receipt not less than two and one-third millions of dollars from one-third to one-half of which will be clear profit. It is not strange that irrigated land around Fort Collins has increased in value from $30 per acre to $100 per acre within the last ten years. At Fort Collins, seventy-five miles north of Denver, is located the Colorado Agricultural College of which Dr. Ellis was chief executive from 1892 to 1899 inclusive. In the eight years of President Ellis's administration the student attendance increased from 106 to 347 and the value of the college property from $144,568.98 to $253,288.73.

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Some of the faculty members are kept pretty busy, outside of college hours, in visiting and addressing teachers' meetings held in different parts of the state. On Saturday, October 14th, Prof. Hiram Roy Wilson gave two addresses before the Preble County Teachers' Association at Eaton; Prof. Edson M. Mills addressed the Tri-Township Association at Plattsburg; Dr. Edwin W. Chubb appeared before the Logan County Teachers' Association, at Bellefontaine, with one of his characteristic addresses; and Dr. Frank P. Bachman spoke instructively to the teachers attending the Muskingum County Teachers' Association, held at Trinway. It is the fixed policy of the management of Ohio University to provide such speaking services for educational and other gatherings whenever the same can be rendered without loss to the work of instruction at home. President Ellis will make effort to send a good speaker to any such meeting of teachers and friends of education upon request. Those receiving such speaking services will be expected to meet in full all necessary expense incurred by the speaker in making the trip—no more.

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The following figures show the total enrollment of different students for each Fall term extending back five years.

YEAR	ENROLLMENT
1901	226
1902	259
1903	324
1904	358
1905	466

The total enrollment of different students for the college-year ended June 1905, was 1,047; the total enrollment of different students for the present college-year will not fall much, if any, below 1,300.

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The Finance Committee of the Board of Trustees recently authorized special appropriations amounting to $9,000 distributed as follows:

New Piano for Auditorium	$1,000
Physics and Electrical Engineering	1,000
Biology	900
Chemistry	500
Civil and Mining Engineering	800
Department of Paidology and Psychology	600
Art Department, University	600
Art Department, Normal College	600
Gymnasium	500
Books for Library	2, 500

These appropriations are in addition to the direct appropriations made by the Board at the annual meeting in June last.

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The buildings of Ohio University were never in better repair than at present, and the campus was never more sightly and inviting. Ewing Hall, named after the first graduate, Hon. Thomas Ewing, of the Class of 1815, has been re-roofed with excellent slate. The walls of the Auditorium have been handsomely frescoed and the stage has been extended. The walls and ceilings of all rooms and hallways have been appropriately tinted; the whole presenting a very pleasing appearance. The exterior of the old "Central Building" erected in 1817, has received two coats of paint. The exterior woodwork of Music Hall has been painted and the interior walls have been tinted. Important additions have been made to the equipment of the departments of Biology, Physics, Chemistry, Psychology, Civil and Mining Engineering, and Electrical Engineering. The University authorities look with pride to the better equipment of these important departments by which the efficiency of their work has been greatly increased.

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With the beginning of the Fall term, September 11, came the opening of the new Carnegie Library. For the erection of the building Mr. Andrew Carnegie gave $30,000. The State of Ohio, by direct appropriation, gave $20,000. The total cost of the building, with present equipment, will not fall much below $55,000. The librarian, Mr. Charles G. Matthews, returns to his position after a year's leave of absence which he employed in studies better fitting him for the important post he holds. He is ably assisted by Miss Lenora B. Bishop, who acted as librarian-in-chief in the absence of Mr. Matthews. Both librarian and assistant are worthy graduates of the College of Liberal Arts of Ohio University.

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The Southeastern Ohio Teachers' Association held its annual meeting at Wellston, October 27th and 28th. Dean Henry G. Williams, of the State Normal College discussed "What is the Matter With Teaching?" Dr. Frank P. Bachman, of the Normal College faculty, was a member of the Executive Committee.

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While in Colorado, President Ellis delivered a Sunday evening discourse, in the Unity church, on "Good literature a power in moral growth." The church was crowded with friends of the speaker who had known him well and favorable when he held the executive helm at C. A. C.

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Dr. Ellis delivered two addresses before the Mercer County Teachers' Association at Celina, O., Saturday, October 28. He attended, as a delegate, the 10th annual meeting of the National Association of State Universities held in Washington, D. C., November 13, 1905.

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The University of Cincinnati held exercises on "University Day", celebrating the founding of the College for Teachers in connection with that institution. President Ellis and Dr. Frank P. Bachman represented Ohio University upon the occasion named.

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A number of the members of the University Faculty attended the annual meeting of the Central Ohio Teachers' Association recently held in Columbus.

FREE LECTURE SERVICE ANNOUNCED BY OHIO UNIVERSITY, ATHENS, OHIO

For a number of years past, certain members of the faculty of Ohio University, at Athens, have been available for free service, as lecturers and instructors, at gatherings of teachers, meetings of farmers, library associations, Sunday-school conventions, and the like. Such lecture service has been offered to those desiring it on two conditions:

1. That all necessary traveling and other expenses of the lecturer or instructor be paid in full by those for whom, or in whose behalf, the speaking service is rendered.

2. That all service of the kind, requested or promised, shall be subject, particularly as to time, to the approval of the President of the University, to the end that the scheduled educational work of the institution may not be interferred with seriously.

The free service provided for, as before set forth, does not include instruction in teachers' institutes as the same are now organized and conducted in Ohio.

Some of the University faculty members who are, at times, available for the free lecture service, above referred to, are named herewith:

Alston Ellis, Ph. D., LL. D., President Ohio University.

Henry G. Williams, A. M., Dean State Normal College of Ohio University.

Frederick Treudley, A. B., Educational Methods.

Edwin W. Chubb, Litt. D., Rhetoric and English.

Frank P. Bachman, A. B., Ph. D., History of Education.

Henry W. Elson, Ph. D., History and Political Economy.

Oscar Chrisman, A. M., Ph. D., Paidology and Psychology.

Hiram Roy Wilson, A. M., Grammar and English Literature.

Edson M. Mills, A. M., Ph. M., Mathematics.

Emma S. Waite, Principal of the Model School.

Lillie A. Faris, First Critic Teacher.

Each of the faculty members named has a number of addresses appropriate for such gatherings as those where his services are likely to be in demand. The services of other faculty members than those herein mentioned can be secured under the conditions before named. The following and allied subjects can be ably and instructively discussed by such professors: Biology, including Nature Study, Chemistry, Physics, Ancient History, Drawing, Physical Culture, Commercial Arithmetic and Book-keeping, and Vocal Music.

Requests for lecture service should be sent to the President of the University or to the instructor from whom such service is desired.

QUESTION AND ANSWER

The Christian Herald, of New York City, through its special correspondent, Mr. Gilson Willets, is seeking from a number of representative Americans an answer to the following question: "What is the one thing above all others that the American people should strive for in 1906?" In explanation somewhat, it is further asked, "What in your opinion is the most practical and yet unselfish task—the task that would do the most good—that should be undertaken by the Americans in 1906?" The letter of inquiry which reached President Ellis of the Ohio University, October 12th, has been answered as follows:

Athens, O., October 17,1905.
Mr. Gilson Willets, Christian Herald,
New York City:

Dear Sir—In a multitude of counselors there may be safety, but who can be safe in an attempt to lay the axe at the root of the one sin in the multitude of sins. In our present condition, as a people, construction is not more important than reconstruction. There is vital need, it seems to me, of a speedy return to some foundation principles of conduct. Disclosures of land frauds in the West, municipal rottenness almost every where, and financial buccaneering on the part of trusted insurance officials all admonish us to take account of our moral credits and liabilities.

Years ago Emerson wrote, "What this country longs for is personalities, grand persons to counteract its materialities. For it is a law of the universe that corn shall serve man, and not man corn." "Frenzied Finance" and "Tainted Money" are important questions, but they pale into insignificance before the more important question of the education of the masses to the value of keeping their eyes steadily fixed upon worthy and high ideals. It is not all of life to live or all of death to die. The possession of some creature comforts is indispensable to man's welfare and happiness, but a right-minded person feels that there is more in life than the securing of food, clothing and shelter, though brought into possession, as I verily believe they are in most cases, by the putting forth of honorable effort. I would have the coming year bring us no less of material good than the most prosperous of those gone by, but I would have it bring us, in addition, renewed and zealous consecration to whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report." To think on these things is to put ourselves in harmony with the teaching of a greater than St. Paul whose admonition means, or should mean, as much now as it did two thousand years ago, "All things whatsoever ye would that men should do to you, do you even so to them." All reform, whether in social, business, or governmental life, must rest securely upon the divine precept embodied in the Golden Rule. This may be a trite, homely statement, may smack somewhat, to some, of preachment, but I have ever increasing and abiding faith that it includes one of the eternal verities. The strenuous life is of no more importance than the simple life. Let us have more of Wordsworth's "plain living and high thinking" in the individual lives of our people, and school and church, society and state, will better realize the high ends for which they were constituted.

Truly yours,

ALSTON ELLIS.

PRESIDENT ELLIS'S REPORT

In his biennial report recently submitted to the Governor of Ohio, President Alston Ellis, of the Ohio University, Athens, O., sets forth the most pressing needs of the institution as follows:

NEEDS

The regular revenue of the University, derived from sources before named, is fairly sufficient to meet current expenses under existing conditions. However, it must be remembered that Ohio University is a *growing* institution. Its student attendance has more than doubled within the last *three* years. Then, too, up-to-date educational institutions require more equipment—better in quality and more expensive — than formerly. Teaching and labor service ought to bring higher compensation than formerly when the cost of living was much lower than it is now. An average ten per cent. increase in salaries has been made recently. The increase ought to have been larger. That it was not made so is explained by the stereotyped refrain—*lack of funds.*

In making brief statement of our "*needs*", I shall confine myself to naming desirable—yes, even necessary—things which can not be secured by expenditure of any of our regular revenue without crippling the efficiency of some of the educational work now in progress.

The plan of paying off the University indebedtness, wisely inaugurated by the 76th General Assembly, should be adhered to. To carry out this plan, so auspiciously begun, will require $13,750 for the next biennial period.

The rapid increase of students calls for more room. Every available room is now in daily use. No unoccupied room exists in the new Normal College Building. The wings of this building, as originally planned, should be put up. This would secure much needed room for the increasing classes of the Training School. The cost of the two wings, as estimated by the architect, Mr. Frank L. Packard, of Columbus, Ohio, will be $40,000.

The buildings known as the East and the West Wings are nearly a century old. Their present condition is no credit to the University or the State in whose name it is operated. The bad repair of these buildings makes them of little service. To remove their unsightliness and, at the same time, give additional quarters much needed, the Board, through committee, has had plans for remodeling drawn up and estimates of cost made. The total cost, as estimated by the architects, Holmboe & Lafferty, Clarksburg, W. Va., will be $15,000. The expenditure of this sum will secure two modern-looking, well-constructed buildings worth not less than $30,000.

Lodging accommodations for twenty-eight young ladies exist at Women's Hall. A few more students can be served at table. How inadequate all this is to meet our needs can be seen readily. The running expenses of a building furnishing rooms and board for one hundred students would not be much greater than they are now—surely not proprotionately greater. We have reached the parting of the ways in this matter. Either additional accommodations must be provided or the whole dormitory system abolished. A conservative estimate, made by experienced parties, says that the needed additional quarters can be secured at a cost of $40,000.

Each of the seven buildings has an independent heating apparatus. This lack of system gives very unsatisfactory service. It is unnecessarily expensive. The labor service needed to make it effective is out of all proportion to what it should be. In the *firing season*, at least three employes are in constant service to make the numerous heating appliances give to the buildings the proper temperature, and sometimes with very indifferent success.

A central heating plant is needed. Its estimated cost is $22,250. Efficiency in service and economy in cost are promised in connection with this recommendation.

The equipments needed for the additions to the Normal College Building, the modernized East and West wings, and the new Women's Hall will cost not less than $14,000.

Each estimate before given is something more than a good guess. It has been made upon personal knowledge aided by the business experience of disinterested parties.

A summary of needs, with suggestions as to times of meeting them, is set forth below:

1906-1907

Bonds and interest	$ 7,000
Normal College Building	40,000
Remodeling East and West wings	15,000
Equipment	8,000
Total	$70,000

1907-1908

Bonds and interest	$ 6,750
For Women's Dormitory	40,000
Central Heating Plant	22,250
Equipment	6,000
Total	$75,000

Ohio University

ATHENS. OHIO

Established by Act of the Ohio Legislature, February 18, 1804.

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to **Degrees;** others lead to **Certificates** and **Diplomas.**

The University now has a Faculty of Forty-Six Members, and includes the College of Liberal Arts, the State Normal College, The Commercial College, The College of Music, The Department of Electrical Engineering, The Department of Civil and Mining Engineering, The Department of Drawing and Painting, and the State Preparatory School.

Affiliated with Ohio University are The Cincinnati College of Dental Surgery, 231-233 West Court Street, Cincinnati, Ohio, and the Cincinnati College of Pharmacy, 614-618 West Court Street, Cincinnati, Ohio.

Facilities Well-equipped Electrical, Physical, Chemical, and Biological Laboratories; Nineteen thousand Well-Selected Volumes in Library; Gymnasium and Field Athletics under the Careful Supervision of a trained Instructor; Women's Hall, Well-Appointed and Under Efficient Management.

Courses In Arts, Philosophy, Pedagogy, and Science, leading to the degrees of A. B., Ph. B., B. Ped., and B. S. Special Courses in Electrical Engineering, Civil and Mining Engineering, Business, Music, Drawing, Painting, Elocution and Rhetoric, and Physical Culture.

No Tuition Registration Fee of $5.00 per term. Fall Term opened September 11, 1905; Winter Term will open January 8, 1906; Spring Term, April 3, 1906; and Summer Term, June 25, 1906. Other expenses very reasonable.

Thoroughness Attend an old and well-established institution which has an enviable record for *Thoroughness, Culture, and Prestige.*

Summer Term 650 students in 1905. The Summer Term of 1906 will open June 25th, and continue six weeks. No Tuition. Registration Fee only $3.00. Superior Faculty of 30 members. Full College credit will be given for work done.

The State Normal College of Ohio University opened Tuesday, September 9, 1902. A training school to illustrate the best methods of teaching, is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

Catalogue, Etc. For Catalogue, other printed matter, and special information, address

ALSTON ELLIS,
President Ohio University,
Athens, Ohio.

UNIVERSITY CALENDAR, 1905

Monday, January 2	Registration of Students
Tuesday, January 3	Opening of Winter Term
Friday, March 17	Close of Winter Term
Monday, March 27	Registration of Students
Tuesday, March 28	Opening of Spring Term
Sunday, June 11	Beginning of Commencement Week
Thursday, June 15	Commencement Day
Monday, June 19	Opening of Summer Term
Friday, July 28	Close of Summer Term
Monday, September 11	Registration of Students
Tuesday, September 12	Opening of Fall Term
Friday, December 22	Close of Fall Term

UNIVERSITY CALENDAR, 1906.

Monday, January 8	Registration of Students
Tuesday, January 9	Opening of Winter Term
Friday, March 23	Close of Winter Term
Monday, April 2	Registration of Students
Tuesday, April 3	Opening of Spring Term
Sunday, June 17	Beginning of Commencement Week
Thursday, June 21	Commencement Day
Monday, June 25	Opening of Summer Term
Friday, August 3	Close of Summer Term
Monday, September 10	Registration of Students
Tuesday, September 11	Opening of Fall Term
Friday, December 21	Close of Fall Term